

2014-2015

Hudson PEP

Campus Plan of Action

Hudson PEP Rocks!

Sue Wilson, Principal

1311 Lilly Street
Longview, TX 75602
903-803-5100



Board of Trustees



Dr. Mark Camp (Place 1)

Dr. Mark Camp has practiced endodontics in Longview for 10 years and was elected to the Longview ISD Board of Trustees in 2012. He and his wife Rebecca have 2 daughters, both of whom are Longview ISD students. He serves on the board because he believes that education is the "great equalizer" and every student in our district should have representatives who will work to create a superior learning environment for all.



Ms. Virginia Northcutt (Place 4)

Virginia Northcutt is the special events coordinator for the Buckner Foundation and has previously served as the Gregg County Historical Museum's executive director. As a parent volunteer, she has served in many capacities at Longview ISD, including as president of the Foster Middle School PTA and Longview High School's PTO. She and her husband Gordon are the proud parents of two children, both Longview High School graduates.



Mr. Ted Beard (Place 6)

Ted Beard is a Social Security Administration service representative and a U.S. Army Reserve veteran, having attained the rank of sergeant major. He has served in various capacities on the board, including assistant secretary and vice president. Beard and his wife Rosalind are the parents of three sons and two daughters.



Dr. Chris Mack (Place 3)

Dr. Chris Mack is a local dentist and a 1976 Longview High School graduate. He was first elected to the board in 1993, and has served in various capacities, including as president. Mack and his wife Lisha are the parents of a daughter.



Mr. Jud Murray, secretary (Place 2)

"It is indeed an honor to serve on the Longview ISD Board of Trustees. My commitment is to do what is best for the kids, first and foremost. I am passionate about the education of the students in Longview ISD. As a 1978 graduate of Longview High School and as the parent of a 2006 LHS graduate and a future 2013 graduate, I believe it is incumbent upon the board to make the education available to the children of Longview ISD the very best it can be."



Mr. John Preston, vice president (Place 5)

"I serve as a board member because I care about children. I want them to have every opportunity to learn and be successful in life. When I was in public school, I had teachers, administrators, and board members who took an interest in me and helped me to overcome the challenges I had to face. Every student has the potential to achieve at different levels. I want to help them along the way."



Dr. Troy Simmons, president (Place 7)

Dr. Troy Simmons is a local dentist who was first elected to the board in 1986. Dr. Simmons has served the board in various capacities, including assistant secretary, vice president and president. He has also served as president of the Texas Association of School Boards. Dr. Simmons and his wife Kathleen are the parents of four children, all of whom are Longview High School graduates.

Background

The Hudson PEP Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2014-2015 Campus Plan of Action, the Hudson Pep Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval on September 26, 2014. The Board of Trustees provided final approval in October, 2014

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Hudson PEP Elementary

Mission

The mission of Hudson PEP Elementary is to ensure that every child has the opportunity to develop academically and socially to become life-long learners and productive citizens. We as educators will help students learn the academic skills for their educational success, develop life skills for social development and the communication skills to learn and work in a collaborative environment.

Vision

The vision of Hudson PEP Elementary is that all students will show academic development by reading on or above grade level and proficient in the fundamentals of mathematics. Additionally all students in grades three through five will pass the STAAR test, perform in the top 25% of their target group, close the gap so all students are performing at an advanced level, and perform at the STAAR Level II Final proficiency.

Hudson PEP cares deeply for every child and our vision is for all students to use the life skills learned in grades one through five to become adults who will participate in society through thinking, research, work and collaboration to solve the issues of the next generation. Our students will become contributing members of society and citizens working to improve our community, nation and world.

Nondiscrimination Notice

Hudson PEP Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Hudson PEP Elementary Site Base

| Name | Position |
|-----------------|------------------|
| Adams, Janet | Counselor |
| Coulter, Kim | Teacher |
| Dudley, Tucker | Business Partner |
| Holder, Stacey | Parent |
| Holloway, Emily | Teacher |
| Kiser, Hillary | Teacher |
| Maxwell, Mike | Community Member |
| Reed, Karen | Parent |
| Sanford, Haley | Teacher |
| Storey, Kim | Teacher |
| Wilson, Sue | Principal |

Resource Allocations

| Resource | Source | Amount |
|------------------------------------|---------|------------|
| IDEA Special Education | Federal | |
| Special Education (Speech Therapy) | Federal | |
| Title I | Federal | \$0 |
| Title I-FTE | Federal | 0 |
| Title III Bilingual/ESL | Federal | |
| Campus Library | Other | \$6,584.00 |
| Computer Lab | Other | \$0.00 |
| Journals | Other | \$0.00 |
| Leveled books | Other | \$0.00 |
| Literacy Library | Other | \$0.00 |
| Manipulatives | Other | \$0.00 |
| Math Materials | Other | \$1087.00 |
| Physical Fitness Equipment | Other | \$154.00 |
| Region VII | Other | |
| Scantrons | Other | \$0.00 |
| SCE | Other | \$0.00 |
| TEKS Resources System | Other | |
| Local Funds | State | \$28,957 |
| SCE-FTE | State | 0 |
| State Compensatory | State | \$0 |

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM



A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
 - ❖ Content Standards = Texas Essential Knowledge and Skills (TEKS)
 - ❖ Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.
6. Strategies to increase **parental involvement**.
 - Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
 - Involve parents in an organized, on-going, and timely review and improvement of the program.
 - Allow for regular and flexible meetings for parents and enable them to give input.
 - Offer resources for parents that assist them with their effort to help their children achieve
 - Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.



Every student a learner...Every learner a graduate...Every graduate a success!

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 HUDSON EL (092903117) - LONGVIEW ISD

Accountability Rating

Met Standard

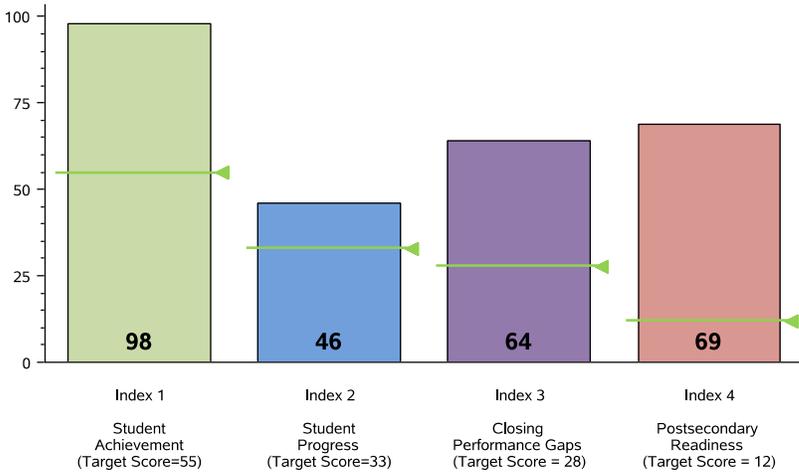
| Met Standards on | Did Not Meet Standards on |
|--|---------------------------|
| <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | - NONE |

Distinction Designation



| |
|--|
| Academic Achievement in Reading/ELA DISTINCTION EARNED |
| Academic Achievement in Mathematics DISTINCTION EARNED |
| Academic Achievement in Science DISTINCTION EARNED |
| Academic Achievement in Social Studies NOT ELIGIBLE |
| Top 25 Percent Student Progress NO DISTINCTION EARNED |
| Top 25 Percent Closing Performance Gaps DISTINCTION EARNED |
| Postsecondary Readiness DISTINCTION EARNED |

Performance Index Report



Campus Demographics

| | |
|------------------------------------|--------------|
| Campus Type | Elementary |
| Campus Size | 586 Students |
| Grade Span | 01 - 05 |
| Percent Economically Disadvantaged | 23.2% |
| Percent English Language Learners | 2.7% |
| Mobility Rate | 5.3% |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 866 | 882 | 98 |
| 2 - Student Progress | 736 | 1,600 | 46 |
| 3 - Closing Performance Gaps | 1,029 | 1,600 | 64 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 68.8 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Indicator Score | N/A | | 69 |

System Safeguards

Number and Percent of Indicators Met

| | |
|---------------------|----------------------------|
| Performance Rates | 15 out of 15 = 100% |
| Participation Rates | 10 out of 10 = 100% |
| Graduation Rates | N/A |
| Total | 25 out of 25 = 100% |

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Campus Composition

| Student Demographics (2013 - 2014 Fall PEIMS file loaded) | Count | Percent |
|---|-------|---------|
| <i>Gender</i> | | |
| Female | 306 | 52% |
| Male | 280 | 48% |
| <i>Ethnicity</i> | | |
| Hispanic-Latino | 67 | 11% |
| <i>Race</i> | | |
| American Indian - Alaskan Native | 6 | 1% |
| Asian | 30 | 5% |
| Black - African American | 105 | 18% |
| Native Hawaiian - Pacific Islander | 1 | 0% |
| White | 352 | 60% |
| Two-or-More | 25 | 4% |

| Special Services (2013 - 2014 Fall PEIMS file loaded) | Count | Percent |
|---|-------|---------|
| <i>Top Primary Disabilities</i> | | |
| Speech impairment | 2 | 100% |
| No Disability | 0 | 0% |
| No Disability | 0 | 0% |
| No Disability | 0 | 0% |
| <i>Instructional Settings</i> | | |
| Speech Therapy <i>code (00)</i> | 2 | 100% |
| Homebound <i>code (01)</i> | 0 | 0% |
| Hospital Class <i>code (02)</i> | 0 | 0% |
| Mainstream <i>code (40)</i> | 0 | 0% |
| Resource Room <i>codes (41,42)</i> | 0 | 0% |
| VAC <i>code (08)</i> | 0 | 0% |
| Off Home Campus <i>codes (91,92,93,94,95,96,97,98)</i> | 0 | 0% |
| State School <i>code (30)</i> | 0 | 0% |
| Residential Care <i>codes (81,82,83,84,85,86,87,88,89)</i> | 0 | 0% |
| Self-Contained <i>codes (43,44)</i> | 0 | 0% |
| Full-Time Early Childhood <i>code (45)</i> | 0 | 0% |

| Student by Program (2013 - 2014 Fall PEIMS file loaded) | Count | Percent |
|---|-------|---------|
| Bilingual | 2 | 0% |
| English as a Second Language (ESL) | 4 | 1% |
| Career and Technical Education (CTE) | 0 | 0% |
| Free Lunch Participation | 116 | 20% |
| Reduced Lunch Participation | 20 | 3% |
| Other Economically Disadvantaged | 0 | 0% |
| Gifted & Talented | 140 | 24% |
| Special Education (SPED) | 2 | 0% |
| Title 1 Participation | 0 | 0% |
| Dyslexia | 1 | 0% |
| <i>Homeless Statuses</i> | | |
| No Data Found | | |

| Other Student Information (2013 - 2014 Fall PEIMS file loaded) | Count | Percent |
|--|-------|---------|
| At-Risk | 52 | 9% |
| Economically Disadvantaged | 136 | 23% |
| Title I Homeless (*Special Notes*) | 0 | 0% |
| Immigrant | 0 | 0% |
| Limited English Proficient (LEP) | 16 | 3% |
| Migrant | 0 | 0% |
| Military Connected | 0 | 0% |
| Foster Care | 0 | 0% |
| CTE Single Parent/Pregnant Teen | 0 | 0% |

Systems Safeguards

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | Current & Monitored ELL | ELL | Total Met | Total Eligible | Percent of Eligible Measures Met |
|-----------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|-------------------------|-----|-----------|----------------|----------------------------------|
| Performance Status - State | | | | | | | | | | | | | | | |
| State Target | 55% | 55% | 55% | 55% | 55% | 55% | 55% | 55% | 55% | 55% | 55% | | | | |
| Reading | Y | Y | Y | Y | | | | | Y | | | | 5 | 5 | 100 |
| Mathematics | Y | Y | Y | Y | | | | | Y | | | | 5 | 5 | 100 |
| Writing | Y | | | Y | | | | | Y | | | | 3 | 3 | 100 |
| Science | Y | | | Y | | | | | | | | | 2 | 2 | 100 |
| Social Studies | | | | | | | | | | | | | 0 | 0 | |
| Total | | | | | | | | | | | | | 15 | 15 | 100 |

Performance Status - Federal

| | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|
| Federal Target | 79% | 79% | 79% | 79% | | | | | 79% | 79% | 79% | | | | |
| Reading | Y | Y | Y | Y | n/a | n/a | n/a | n/a | Y | | | n/a | | | |
| Mathematics | Y | Y | Y | Y | n/a | n/a | n/a | n/a | Y | | | n/a | | | |

Participation Status

| | | | | | | | | | | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----------|-----------|------------|
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |
| Reading | Y | Y | Y | Y | | | | | Y | | | | 5 | 5 | 100 |
| Mathematics | Y | Y | Y | Y | | | | | Y | | | | 5 | 5 | 100 |
| Total | | | | | | | | | | | | | 10 | 10 | 100 |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The breakdown by ethnicity and gender is:

| | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|----------|-----------|-----------|-----------|-----------|-----------|
| Hispanic | 19 | 17 | 13 | 19 | 10 |
| Black/AA | 21 | 23 | 21 | 28 | 30 |
| White | 69 | 84 | 71 | 73 | 56 |
| Other | 8 | 5 | 12 | 3 | 11 |

Special Programs Numbers remain somewhat stable over time:

GT - 142 students or 24% of our student population

Speech - 2 Students - these students usually exit speech therapy before they leave Hudson PEP

Dyslexia - 2 Male Students, one white and one African American - these students usually exit by 5th Grade

RtI - 1 Student, African American Male - Students usually catch up by 4th Grade with interventions

No Migrant students at Hudson PEP this year or last.

Mobility rate for Hudson PEP is very low. Usually students enter Hudson PEP in 1st grade and stay at Hudson PEP through 5th grade.

Our students come from all over Longview and the surrounding communities/towns.

Staff Demographics -

Professional Staff 9.7% African American

92.3% White

Paraprofessional 83% African American

17% White

Teacher/Student

Demographics Weaknesses

We have difficulty recruiting minorities to Hudson PEP from some of the campuses; therefore, we need to find better ways to identify and recruit African American students

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

to Hudson PEP who would be successful here at PEP.

We did not know we were to put Rtl students in the DMAC program since we have not received training but in the future we will put data into that program so that it can be documented and students receive the best possible services.

Demographics Needs

Recruit more African American students and teachers to Hudson PEP. We will have a concentrated effort to recruit early in the Spring (January) both at Central Office and at the campus level

Demographics Summary

We are increasing student enrollment each year and adding new classrooms and our numbers have grown from about 400 to 594 since we moved into our new facility. Even though our student and staff enrollment is up, we need to recruit more African American students and teachers. Our Asian and Hispanic population has increased as well as our low socio-economic population; however we still need to recruit more African American students.

Student Achievement

Student Achievement Strengths

Student achievement is disaggregated by teachers and principals as soon as we receive the State data. Then we work through DMAC and look at all reports from item analysis, TEKS, student expectations, tutorials and quintiles. Then when we receive data from Lead4ward, we look at heat maps, ethnicity groups and at-risk students. We try and see where we are strong and identify the areas of weaknesses so we can improve teaching and learning here at Hudson PEP.

When we disaggregate the data in depth, we find that because we focused on the struggling learning and the minority students this past year and made significant gains the campus received a distinction for closing the performance gap. While this was an improvement, we still are not helping our highest level students perform stronger on STAAR. They are all passing and many are scoring at the next standing but are not scoring at the commended level.

Student Achievement Weaknesses

Comprehensive Needs Assessment

Not meeting the needs of our highest level students to reach expected student progress. Even though they are passing and meeting the standards, they are not meeting the progress expected for that student group.

Student Achievement Needs

Have more training or materials to meet the higher students so they can meet progress.

Student Achievement Summary

99% of our students are passing STAAR at the passing standard; however, that is not good enough for students at Hudson PEP. We are closing the performance gaps and readiness for postsecondary is high but we are not meeting the needs of the students at the highest level when compared with students like Hudson PEP. We must improve teaching and learning in reading, math, writing and science so all students can reach their maximum potential.

School Culture and Climate

School Culture and Climate Strengths

Both teachers and students believe that a climate of mutual respect and high expectations exists at Hudson PEP. The academic data, teacher attendance, student attendance, low mobility rate and minimal discipline referrals shows that the campus is collectively aligned with the vision and mission of the campus.

Through interviews with stakeholders, the life-skills that we emphasize each week help to mold our positive attitudes toward each other. Staff development using the precepts of Capturing Kids Hearts instills in the teachers a mind set for building relationships first and making sure each child and parent knows we care about them individually. The data reflects all children respond to this model. Student discipline is minor but dealt with quickly, consistently with appropriate consequences. Because all students are treated equitably and discipline is immediate, both teachers and students feel they are in a safe environment.

The campus has high expectations for academic success, positive discipline and exemplary behavior. Both students (and parents) and staff have come to take this climate as a given even though we work on it very hard.

Attendance is good:
1st Grade - 96.93%
2nd Grade - 97.52%

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

3rd Grade - 97.66%
4th Grade - 97.97%
5th Grade - 98.21%

Discipline management is good and all classrooms met standards for STAAR and passing rate. Students scoring lower do not necessarily have high attendance, tardies or other behaviors. We do not have any reported cases of gang, substance abuse, weapons, etc. at Hudson PEP.

The grade level with the highest attendance rate is also the grade that offers more elective coursed during the school day and after. In 5th grade students choose whether they will take band, orchestra, or show choir. In addition 10-12 students are involved in the jump rope team with practices after school. The data for attendance indicates that if students are involved in activities at the beginning of the day, end of day and after their attendance is better. Since we have a beautiful facility for students to learn in, the perception of the physical environment is positive

School Culture and Climate Weaknessess

We have several students with habitual tardies. They are 2-15 minutes late on a regular basis and therefore, they miss the expectations for the day and are behind the rest of the day.

School Culture and Climate Needs

The campus teachers need to communicate more to parents about the importance of attendance. Since being in class every day, all day is key to improving student success, communication is very important.

Parents also need to be reminded that attendance around the holidays is equally important for students to be in school.

Give parents feedback each month on importance of attendance through campus newsletter, PTA meetings and school messenger to encourage student attendance.

Tardies are a problem but we do not have a system in place to curb this behavior since students are dependent on their parents to get them to school at this age.

Discipline - since the majority of students are White at 62% and only 19.5% are African American, I will ensure all discipline is equitable and make sure I follow the campus and district procedures.

School Culture and Climate Summary

The need to communicate more to parents about the importance of attendance all year including the beginning/end of the day and days prior to school holidays.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

The staff attendance rate for last year was 94.5. However, I had two teachers on maternity leave and they both took off 9 weeks. I had another teacher diagnosed with breast cancer and had chemotherapy and other treatments and another teacher with back surgery. These 4 teachers made up 99 or the 316 days missed by 32 employees.

Absences per grade level did not show a trend for absences.

All teachers at Hudson PEP are Highly qualified and have their basic 30 hours for GT training plus their 6 hour yearly update. Teachers are certified in the areas of certification. Certification is obtained from TEA and required training is verified through Region VII and Longview ISD workshops. All teachers must have GT certification at Hudson PEP since all classes have some identified GT students in their classrooms and teachers take additional workshops suggested by principal or attend because they individually know they need the extra training.

Paraprofessionals are all certified through college hours or specified training through Region VII ESC.

Follow up data regarding teacher performance is provided through a walk-through email and PDAS formal feedback. The general data on the campus reflects teachers are effective by using data from Ribgy, TPRI, PMI, and STAAR Reading, Writing, Math and Science. Individual conferences, meeting with PLCs, vertical and horizontal alignment all help to build capacity and support continuous improvement.

Each new staff member is assigned a mentor teacher (grade level chairperson) and work in teams at least once a week. The grade level team (PLC) works with the new teachers to ensure

Staff Quality, Recruitment and Retention Weaknesses

As my older teachers retire and/or apply for administrative jobs, I am finding myself hiring teachers with fewer years of service and they are younger and many are in their child-bearing age. For the past 9 years, I have had at least one teacher on maternity leave and one year up to two.

Staff Quality, Recruitment and Retention Needs

Recruit more African American students and staff members.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

As my older teachers retire and/or apply for administrative jobs, I am finding myself hiring teachers with fewer years of service and they are younger and many are in their child-bearing age. For the past 9 years, I have had at least one teacher on maternity leave and one year up to two.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Hudson PEP and the district use the TEKS Resource System as our curriculum. Even though individual lesson may not be used on a daily basis, the scope and sequence is followed for the most part. The district provides 6 week benchmark tests to ensure the students are being taught the curriculum that is 100% aligned to the TEKS. Our students reading well above grade level and passing end of the year math tests show 1st and 2nd grade mastery of the TEKS. Our STARR results show that are students are passing at the expected standard, we are closing the achievement gap and meeting the needs of our at-risk and low socio-economic students.

Curriculum, Instruction and Assessment Weaknesses

We need to work getting our students at the top 25 percentile, achieving at the next level on STARR in all areas.

Curriculum, Instruction and Assessment Needs

Differentiate teaching and learning to reach not only the relative struggling learners but also meet the needs of the higher functioning students.

Curriculum, Instruction and Assessment Summary

We are teaching the prescribed curriculum and students are performing at a high level; however, we need to continue to improve teaching so all students can show highest proficiency possible.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

We record all family and community members who visit, volunteer and work with our students on a daily basis through the Raptor System. We have multiple parents, grandparents and community people who help in the classroom by reading to the students, parents that are a personal assistant to the teacher, participate in the Watch Dog program (dads), and moms working in PTA to plan and organize the Fall Festival and Spring Fun Run. These individuals spend hundreds of hours to the school so they can be involved in the teaching and learning at Hudson PEP. Because parents are so involved, students know that we have a personal relationship with each of them and that contributes to keeping expectations high and other problems down.

How are families and the community members involved in school decisions?

There are community members and parents involved in the campus planning for site based decision making. Also, I have an open door and many parents feel free to either come by with suggestions or e-mail me on thoughts they have on how to improve Hudson PEP.

What types of services are available to support families, community members, and students to encourage healthy family relationships?

PTA is an active force at Hudson PEP. They sponsor monthly teacher appreciation gifts/luncheons to the staff, plan activities for the staff and students such as the Fall Festival and the Spring Fun Run. They also provide scholarships to teachers at the end of the year for expected needs for the following school year. The Watch Dog Dad (grandfathers, uncles) Program is an opportunity for a male relative of one of our students to wear a Super Man shirt for a day and assist in PE, give students hi-fives, visit with students in the cafeteria and eat lunch with their child. This is a positive way for dads to be a part of the school and have a positive male role model at school.

What types of services are available to support students in special programs? What are the results?

As stated before, we have special programs for speech therapy, dyslexia and a formal Rtl program. These programs help to eliminate barriers to student success and they work.

What types of community partnerships exist to support families and students?

Also, Denny's restaurant, East Texas Professional Credit Union and Horace Mann Insurance has partnered with Hudson PEP to provide incentives (iPad, restaurant cards, luncheons, etc) for the staff to show their support. In addition, Raisin' Cane is providing a meal certificate for or 29 weekly STAR students.

Family and Community Involvement Weaknesses

If families speak languages other than English, what are these languages? How does the school communicate in those languages?

We have parents who speak many different languages but the population that may not be fluent in English for communication purposes is Spanish. Our method of communication is to usually get one of the older students to translate for us so we can have a meaningful conversation with the parent on how they can help their child.

Family and Community Involvement Needs

If families speak languages other than English, what are these languages? How does the school communicate in those languages?

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

We need at least one faculty member that can speak Spanish to help in parent conferences.

Family and Community Involvement Summary

We have an abundance of parental support throughout the school year and we welcome them on a daily basis. They are a tremendous help to the students and staff. I don't know what we would do without the financial and human resources provided by our PTA and parents.

School Context and Organization

School Context and Organization Strengths

The district provides staff development on initiatives for the campuses annually prior to start of school. the district also provides on-going staff development throughout the year for teachers requiring additional training.

The data reflects that classes, schedules and PLC teams are formed to meet the needs of the students. If you look at the master schedule from one year to the next you will see that adjustments are made in assignments, length of class time and PLC members/teacher leaders.

Even though the district will provide 6-week benchmark unit assessments, teachers decide formative assessments during the units to ensure student mastery of both the performance and readiness standards.

Each grade level chair person is the leader of their grade's PLC committee. The Grade level chairs meet with the principal informally and in planning meeting to ensure all teachers have a voice in the decision making and school policies. The faculty meets each Wednesday for 1 hour and once a month, the PLC's meet to align lessons both vertically and horizontally to ensure all TEKS are taught.

Through input from e-mails, PTA meetings, student conversation and parent visitor/volunteers the perception of the school is as one girl put it, "this is the best school in the whole world." The high expectations of professionals, para-professionals, students and parents reveal that when you set a goal, the campus meets or exceeds the goal.

School Context and Organization Weaknesses

Since our daily schedule requires enrichment in addition to teaching the regular scope and sequence, students who perform poorly may fall behind. It is not until end of a grading period that some students are identified as needing and extra help. Because we do not receive any Title I or State Compensatory Funds, teachers are not paid for

Comprehensive Needs Assessment

School Context and Organization Needs

Provide an on-going tutorial program for those students in need of help to master the TEKS.

School Context and Organization Summary

Hudson PEP is a thriving elementary where students are the focus of the academic day. All stakeholders believe our campus is the best environment for students on or above grade level to learn to their fullest potential.

Technology

Technology Strengths

1. We have two computer labs. One is to serve primarily 1st-2nd grade and the other is basically for 3rd-5th graders.
2. In addition, we have 2 mobile computer labs, 2 student computers in each classroom, a computer and projection cart in each classroom
3. Ceiling projectors in each room
4. Printers for each grade level 1 computer lab and office
5. Ability to broadcast live visual and audio announcements each morning
6. Sound system in cafeteria for cordless and corded microphones
7. Telephones in each classroom

All staff is proficient in the basics for technology and all professional staff complete the proficiency initiative each year. Most teachers embrace technology because it is such a motivator for the students.

The technology department has provided professional development each and every year and Pat Johnson works closely with our teachers to ensure they understand what the goal of the training is and provides additional help where needed.

All teachers use technology in reading and most in science, social studies and some in math. Students enjoy the interactive aspect of using technology. Hudson PEP has Classworks on our lab computers and students are encouraged to use this program to help with basic math facts. Scholastic Reading is an area that supports reading and teachers use other multi-media to augment the daily lessons.

Comprehensive Needs Assessment

Technology Weaknessess

The barriers to the mobile labs is that is difficult to keep all the computers updated and working. A teacher may check out a lab but when she gets the lab to her room all computers are not in working order.

Another barrier is the system is not always up for teachers and students to use the internet.

Technology Needs

Hudson needs another printer in computer lab for grades 3rd-5th.

Technology Summary

We have technology and when the district initiates the 'bring your own device' to school, I believe the student use of technology will increase exponentially.

Our district technology staff is devoted to put technology into the hands of our students to enhance learning.

Hudson PEP Elementary

- Goal 1.** Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.
- Objective 1.** Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences, including a curriculum that is focused on the state standards and research based, effective instructional practices in all classrooms.
 - Objective 2.** Increase student participation, completion, and performance in AP, Honors, and/or Dual Credit/Dual Degree courses, as well as on ACT, and SAT exams.
 - Objective 3.** Reduce the achievement gap on STAAR between phase-in performance standards and recommended performance standards.
 - Objective 4.** Improve the achievement of students served by programs such as English Language Learners, Special Education, 504, Dyslexia, and Gifted and Talented at all levels.
 - Objective 5.** Increase attendance rates at all campuses will reach or exceed 97%.
- Goal 2.** Establish an integrated system of community relations and communications that provides opportunities to establish and strengthen district relationships and partnerships with parents and the community.
- Objective 1.** Expand comprehensive programs and partnership opportunities between parents, community, and schools that foster classroom innovation.
 - Objective 2.** Create a system to communicate foundational and future-ready skills for each learner.
 - Objective 3.** Create a system for establishing and maintaining reciprocal community partnerships to increase authentic field based learning experiences.
- Goal 3.** Hire, retain, cultivate, and promote high quality personnel.
- Objective 1.** Hire highly qualified teachers and paraprofessionals for all academic core courses in compliance with federal and state guidelines specific to No Child Left Behind.
 - Objective 2.** All Staff will receive high quality, effective, relevant, and sustained professional development aligned with District goals and performance objectives.
- Goal 4.** Design a comprehensive instructional technology program that promotes 21st century teaching and learning, including digital literacy and Internet safety instruction.
- Objective 1.** Fully integrate appropriate technology tools to facilitate best practices for teaching and learning in the classroom.
 - Objective 2.** Increase the capacity of district staff to integrate the use of technology tools and resources through a differentiated staff development program that addresses 21st century skills.
 - Objective 3.** Provide an infrastructure capable of supporting district instructional needs of staff and students and district technology goals and objectives aligned to the TEA's Long Range Plan for Technology.

Hudson PEP Elementary

Goal 1. Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences, including a curriculum that is focused on the state standards and research based, effective instructional practices in all classrooms.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------|---|--|
| <p>1. Apply problem solving arising in everyday life, society and the workplace using ads, newspaper and menus in everyday situations, using timelines, graphs and charts and include rounding and estimating in real world situations.</p> <p>Create word problems on how math can be used in everyday life, journal "how is it used" brochures, job research, student reports on jobs that use that particular math skill. Weekly written summaries of the books students are currently reading. Summary lessons in whole group, small group and guided reading groups. Compare/contrast paired passages and take lessons to the higher level of thinking with appropriate complexity. (Title I SW: 1,3,10) (Target Group: All) (NCLB: 1,2,5)</p> | <p>Classroom Teacher(s), Dyslexia Teacher, Instructional Assistants, Principal</p> | <p>September-March</p> | <p>(O)Computer Lab, (O)Journals, (O)Leveled books, (O)Literacy Library, (O)Manipulatives, (O)Math Materials, (O)TEKS Resources System, (S)Local Funds</p> | <p>Summative - Walkthroughs, formal teacher evaluations and benchmark assessments. STAAR results for grades 3-5.</p> |
| <p>2. Teachers will teach strategies found in the Problem solver notebook. After the strategies are taught, students will us analyze, create and solve problems using the scientific method. For technology, students will have access to Classworks online to reinforce curriculum taught in the classroom. Vocabulary, facts, rules and relationships will be stressed so students can think and perform at a high level using all tools provided in grades 1 through 5. (Title I SW: 1,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p> | <p>Budget Committee, Campus Instructional Technologist, Classroom Teacher(s), Instructional Specialist, Librarian, Principal</p> | <p>August-April</p> | <p>(S)Local Funds - \$18,000</p> | <p>Summative - Walkthroughs, benchmark assessments, STAAR results and formal appraisals</p> |

Hudson PEP Elementary

- Goal 1.** Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.
- Objective 2.** Increase student participation, completion, and performance in AP, Honors, and/or Dual Credit/Dual Degree courses, as well as on ACT, and SAT exams.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|--|---|
| <p>1. Students at Hudson PEP will complete all class work, projects (both from home and in class), assignments, and quizzes/benchmark assessment to ensure they have mastered the concepts from the state and local curriculum in all subjects. Mastering the concepts, process and readiness standards will enable all students to perform at their maximum potential. (Title I SW: 1) (Target Group: All) (NCLB: 5)</p> | <p>Classroom Teacher(s), Dyslexia Teacher, Principal, Rtl Team</p> | <p>September-December & January-May</p> | <p>(O)Literacy Library, (O)Manipulatives, (O)TEKS Resources System, (S)Local Funds - \$3,000</p> | <p>Formative - Skyward grading, progress reports, report cards and PLC meetings at the grade level</p> |
| <p>2. Students will participate in extra-curricular activities to provide them with the rigor needed for additional work needed in AP, Honors and Dual Credit courses at the next level. All students will be encouraged to participate in UIL, Academic Mathathons, etc. to enrich their educational experiences. (Title I SW: 10) (Target Group: All) (NCLB: 5)</p> | <p>Budget Committee, Instructional Specialist, Principal, Teacher(s), UIL Coordinator</p> | <p>October-January</p> | <p>(S)Local Funds - \$300</p> | <p>Formative - UIL Academic Meet rosters, practice rosters for UIL, enrollment in band, choir and orchestra, and after school orchestra for 3rd and 4th grade students.</p> |

Hudson PEP Elementary

- Goal 1.** Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.
- Objective 3.** Reduce the achievement gap on STAAR between phase-in performance standards and recommended performance standards.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------|---|--|
| <p>1. Use of Problem Solver and Target the Question to develop and strengthen problem solving strategies. Additionally, Hudson PEP will make use of ClassWorks computer program to help with identified skills for bubble students.</p> <p>Students will solve problems they have written themselves created from real-world situations including writing, textbooks, vocabulary and Motivation Math.</p> <p>Also, teachers will use daily questioning stems that require students to infer what they are reading across the curriculum. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 3,4,5)</p> | <p>Classroom Teacher(s), Dyslexia Teacher, Principal, Rtl Team</p> | <p>September-April</p> | <p>(O)Computer Lab, (O)Journals, (O)Leveled books, (O)Literacy Library, (O)Manipulatives, (O)Math Materials, (O)Scantrons, (S)Local Funds - \$4,500</p> | <p>Summative - Benchmark assessments, unit tests and teacher observation in conjunction with PLC meetings with principal. STAAR results in grades 3-5.</p> |

Hudson PEP Elementary

Goal 1. Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.

Objective 4. Improve the achievement of students served by programs such as English Language Learners, Special Education, 504, Dyslexia, and Gifted and Talented at all levels.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------------|---|---|
| <p>1. Identify students early for reading difficulties such as dyslexia so that targeted instruction can start immediately. Students at Hudson PEP will have dyslexia instruction from 7:30-8:15 Monday through Thursdays. Students identified for the gifted and talented program will have services provided to them through a pull out program. Students in grades 1 and 2 are served on campus for a one hour session and students in grades 3-5 are served off campus for a two hour session once a week. (Title I SW: 1,6,8,10) (Target Group: GT, Dys) (NCLB: 2,4,5)</p> | <p>Content Area Instructional Coaches, Dyslexia Teacher, Principal, Rtl Team</p> | <p>September-May</p> | <p>(O)Manipulatives, (S)Local Funds - \$1,000</p> | <p>Summative - ARD meeting, Rtl intervention referrals and meetings, number of students referred to GT testing by parents and teachers and success of GT students in regular education program completing assignments.STAAR results</p> |

Hudson PEP Elementary

Goal 1. Meet or exceed Texas Education Agency standards on STAAR, close the achievement gap, prepare students for higher education and workforce readiness, and provide meaningful opportunities for the district's diverse student population.

Objective 5. Increase attendance rates at all campuses will reach or exceed 97%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------|--|--|
| <p>1. The attendance rate at Hudson PEP has been above the 97% level but we will strive to meet or exceed that goal by watching absences on a daily basis. Teachers will call parents when students are absent and the counselor and principal will also provide additional support when excessive absences occur. Also, perfect monthly attendance by teachers will be rewarded with gift cards from McDonalds and Chick-Fil-A. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 5)</p> | <p>Assistant Superintendent(s), Classroom Teacher(s), Counselor(s), Instructional Specialist, Principal, Registrar, Rtl Team, School Nurse</p> | <p>August-May</p> | <p>(O)Physical Fitness Equipment, (S)Local Funds - \$500</p> | <p>Formative - Weekly attendance reports from Central Office and six week campus reports for campus. STAAR results should improve too.</p> |

Hudson PEP Elementary

Goal 2. Establish an integrated system of community relations and communications that provides opportunities to establish and strengthen district relationships and partnerships with parents and the community.

Objective 1. Expand comprehensive programs and partnership opportunities between parents, community, and schools that foster classroom innovation.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------|---------------------------------|--|
| <p>1. Continue to partner with local businesses such at Denny's Restaurant, Chick-fil-A, East Texas Professional Credit Union, Horace Mann Insurance, Hudson PEP PTA, WatchDog Dad Program, and parent volunteers to provide resources for the students, teachers and campus. The partnerships will create a positive environment for teaching and learning. In addition, our fundraiser for the campus has partner restaurants who provide buy one get one free coupons worth \$300.00 for \$20.00. This promotes the local restaurants and gives back to the community through parents and businesses. (Title I SW: 1,6,10) (Target Group: All) (NCLB: 5)</p> | <p>Classroom Teacher(s), Counselor(s), Librarian, Principal, PTA</p> | <p>August-May</p> | <p>(O)TEKS Resources System</p> | <p>Summative - Feedback from business and community partners on participation in programs. Calendar for WatchDog Dads, hours for parent volunteers through Raptor System, and attendance at the PTA meetings and events.</p> |

Hudson PEP Elementary

Goal 2. Establish an integrated system of community relations and communications that provides opportunities to establish and strengthen district relationships and partnerships with parents and the community.

Objective 2. Create a system to communicate foundational and future-ready skills for each learner.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------|------------------------|--|
| 1. The school will continue to publish a monthly newsletter, PEPTalk, to inform parents of upcoming events, classroom goals, specialized events (including but not limited to), the GT testing calendar, Hudson PEP testing, PTA programs, and announcements. (Title I SW: 1,6) (Target Group: All) (NCLB: 5) | Classroom Teacher(s), Club Sponsors, Counselor(s), Parent Volunteers, Principal, PTA, Teacher(s) | August-May | (S)Local Funds - \$250 | Formative - Monitoring of the Campus Calendar on-line and posting of PEPTalk on our webpage. |

Hudson PEP Elementary

Goal 2. Establish an integrated system of community relations and communications that provides opportunities to establish and strengthen district relationships and partnerships with parents and the community.

Objective 3. Create a system for establishing and maintaining reciprocal community partnerships to increase authentic field based learning experiences.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|--------------------|--|---|
| <p>1. As the teachers search for authentic, real world experiences and applications in learning, we will look to the community for opportunities for teaching and learning such as banks, science camp (Camp Gilmont for 5th Grade), visiting Authors and Junior Achievement to have a system in place for our community partners to have an open dialogue and programs for increased rigor in our curriculum. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)</p> | <p>Budget Committee, Content Area Instructional Coaches, Instructional Specialist, Principal, Teacher(s)</p> | <p>October-May</p> | <p>(O)Region VII, (S)Local Funds - \$125</p> | <p>Formative - Number of 5th grade participants at Camp Gilmont, evaluating field trips linked to classroom learning and benchmark assessments.</p> |

Hudson PEP Elementary

Goal 3. Hire, retain, cultivate, and promote high quality personnel.

Objective 1. Hire highly qualified teachers and paraprofessionals for all academic core courses in compliance with federal and state guidelines specific to No Child Left Behind.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------|---|---|
| <p>1. As principal, identify trends of student growth, teachers who may retire, leave the classroom or move well before the school year is out. Check with Human Resources, other district and teacher referrals to find replacements that are master teachers. The need is to interview early and find a quality professionals to fill any vacancies so that the very best teachers and paraprofessionals can be hired as soon as I receive a resignation or know I have an opening. Check references and ask critical questions from supervisors to ensure interview with candidate was accurate. (Title I SW: 3,4,5,9) (Target Group: All) (NCLB: 4)</p> | <p>Assistant Superintendent(s), Budget Committee, Classroom Teacher(s), Principal</p> | <p>March-June 2015</p> | <p>(O)Region VII, (S)Local Funds - \$50</p> | <p>Summative - Frequent walkthroughs and conferences after evaluations. Evaluate effectiveness of teachers through STAAR, TPRI, Rigby and Primary Math Inventory (PMI).</p> |

Hudson PEP Elementary

Goal 3. Hire, retain, cultivate, and promote high quality personnel.

Objective 2. All Staff will receive high quality, effective, relevant, and sustained professional development aligned with District goals and performance objectives.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------------|--|---|
| <p>1. At the end of each year, the principal will assess the needs of the teachers from end of year data such as TPRI, Rigby, Primary Math Inventory and STAAR Reading, Writing, Math and Science. Professional development is provided by the district and then as principal a decision will be made for further staff development based on individual needs for gifted and talented training, literacy and or math. All teachers at Hudson PEP must have their 5 day core training in GT and then a 6 hour update each year. (Title I SW: 1,4,10) (Target Group: All) (NCLB: 4,5)</p> | <p>Assistant Superintendent(s), Budget Committee, Classroom Teacher(s), Content Area Instructional Coaches, Instructional Assistants, Librarian, Principal, Teacher(s)</p> | <p>June-August 2015</p> | <p>(O)Region VII, (S)Local Funds - \$1,000</p> | <p>Summative - Formal and informal evaluations of all staff developemnt and records of staff development through Region VII and LISD Workshop Calendar.</p> |

Hudson PEP Elementary

- Goal 4.** Design a comprehensive instructional technology program that promotes 21st century teaching and learning, including digital literacy and Internet safety instruction.
- Objective 1.** Fully integrate appropriate technology tools to facilitate best practices for teaching and learning in the classroom.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------|-------------------------------|---|
| <p>1. The campus will ensure that all students are provided with basic computer education and Internet Safety Training which will be provided by the district. Instruction for the use of the computers will be delivered by Instruction Assistants who are the computer lab teachers.</p> <p>In addition Classworks will be used for 'bubble' students in math as identified by the PMI inventory in 2nd grade and STAAR in 3rd and 4th grade. (Title I SW: 1,10) (Target Group: All) (NCLB: 4,5)</p> | <p>Campus Instructional Technologist, Director of Technology, Instructional Assistants, Principal</p> | <p>August-May</p> | <p>(S)Local Funds - \$200</p> | <p>Summative - Evaluate the effectiveness of schedule for computer classes including but not limited to ClassWorks.</p> |

Hudson PEP Elementary

- Goal 4.** Design a comprehensive instructional technology program that promotes 21st century teaching and learning, including digital literacy and Internet safety instruction.
- Objective 2.** Increase the capacity of district staff to integrate the use of technology tools and resources through a differentiated staff development program that addresses 21st century skills.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------|-----------------|--|
| 1. There is an expectation that 100% of the staff will complete the district technology proficiency for the school year. This year there are options for the teachers, so it can better meet their individual needs. (Title I SW: 1,4) (Target Group: All) (NCLB: 4,5) | Campus Instructional Technologist, Classroom Teacher(s), Department Heads, Instructional Assistants, Instructional Specialist, Principal | August- March | (O)Computer Lab | Summative - Pat Johnson, technology director, will report to me the findings of the annual technology proficiency of all teachers. 100% will complete. |

Hudson PEP Elementary

- Goal 4.** Design a comprehensive instructional technology program that promotes 21st century teaching and learning, including digital literacy and Internet safety instruction.
- Objective 3.** Provide an infrastructure capable of supporting district instructional needs of staff and students and district technology goals and objectives aligned to the TEA's Long Range Plan for Technology.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------|------------------------------|---|
| <p>1. The campus will pilot technology initiative with Windows 8 Tablet devices. The district will provide 24 tablets which will allow the students access to the district network, internet, etc. for students to create, journal, peer edit, and work collaborative in the classroom setting to enhance student products. Students may research individually or in groups. Additional this year we will investigate the need for 'bring your own device to school.' The campus will discuss how the devices would be used and come up with a plan of action. To continue/strengthen our infrastructure, we need to plan for replacing lost or broken parts to presentation carts, projectors and bulbs as needed. (Title I SW: 1) (Target Group: All) (NCLB: 4,5)</p> | <p>Assistant Superintendent(s), Budget Committee, Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)</p> | <p>November-May</p> | <p>(S)Local Funds - \$32</p> | <p>Summative - Evaluate the effectiveness of pilot program for tablets through teacher communication, benchmark tests, and STAAR.</p> |