

Hudson High School

21st CENTURY LEARNING PLANS

2017-2018

Mission Statement

Hudson Independent School District fosters a community of life-long learners by providing an environment that builds self worth, integrity and respect for diversity while striving for academic and social excellence.

Planning and Decision Making Committee

Name	Position	Term	Notes
	<i>Parent, Business, Community, Teacher, etc.</i>	<i>Begin - End Date</i>	
John Courtney	Principal	2017-2019	
Stephen Cox	Associate Principal	2017-2019	
April Lopez	Assistant Principal	2017-2019	
Zach Allen	Teacher	2016-2018	
Trent Phillips	Teacher	2016-2018	
Gayle Sims	Teacher	2017-2019	
Jason Pierson	Teacher	2017-2019	
Dortha Jackson	Teacher	2017-2019	
Mary Craft	Teacher	2017-2019	
Ted Eddins	Teacher	2017-2019	
Brittney Oliver	Teacher	2017-2019	
Kacie Rosser	Teacher	2017-2019	
Sunny Lucas	Counselor	2017-2019	
Teresa Matthews	Intervention Therapist	2017-2019	
Shawn Penn	Business Representative	2017-2018	
Misty Croley	Parent Representative	2017-2018	

Comprehensive Needs Assessment

Date: Committee representatives are from 16/17; a meeting will be scheduled for 17/18 school year which includes new members.		
Participants in Attendance	Position	Data Sources Examined
	<i>Parent, Business, Community, Teacher, etc.</i>	
John Courtney	Principal	* 2016-2017 CIP
Jeff Walker (2016-2017)	Associate Principal	* 2016-2017 Texas Performance Report Card
April Lopez	Assistant Principal	* DMAC Campus Principal Reports
Zach Allen	Teacher	* PBMAS Campus Data Report
Trent Phillips	Teacher	* 2016-2017 Community Based Accountability
Lisa Jones	Teacher	
Suzanne Ratcliff	Teacher	
Marlene Caldera	Teacher	
Meredith Stanford	Teacher	
Kathleen Hughes	Teacher	
Kristin Adams	Teacher	
Emily Meisel	Teacher	
Sunny Lucas	Counselor	
Teresa Matthews	Intervention Therapist	
Sam Huffstetler (2016-2017)	Parent Representative	
Stephen Cox (2017-2018)	Associate Principal	
Shawn Penn (2017-2018)	Business Representative	
Misty Croley (2017-2018)	Parent Representative	

Needs Assessment Focus Areas

Area 1 - Application and analysis process with functions:

Algebra 1 Focus Areas: For the 2016-2017 school year students did not do as well with Readiness Standards relating to problem solving and analyzing mathematical information. Graphing functions and utilization of quadratic functions was also an area of concern. The reporting category of 4 showed to be at 71% mastery. Evaluation and problem solving will be emphasized in the strategies incorporating higher level evaluation/synthesis techniques.

Area 2 - Ability to compose a variety of written texts:

English I and English II Focus Areas: Students did not do as well demonstrating the ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions. This reporting category continues to prove difficult for our students. From the 14-15' to 15-16' school year there was a drop in the mastery percentage in this category causing it to be of primary focus in the English department as well as a campus wide initiative. The 2015-16' school year yielded 48% mastery in English I and 60% mastery in English II. The campus had to make a decision to ask our English I teacher to resign due to her inability to make changes that were best for students. The mastery percentage for English I improved to 60% while English II improved to 67% for the 2016-2017 school year.

Area 3 - Understanding metabolic processes:

Biology Focus Areas: Students did not do as well with content including the function of various biomolecules. Investigating and explaining functions of photosynthesis, homeostasis, molecule formation, and cellular energy production were shown to be lower performing as well. Reporting category 1 was at 72% mastery, and category 4 was at 75% mastery. Emphasis was created to incorporate cellular formation, structure, and function in order to address this needed area. Data shows that gains were made in reporting category 1 by 7 percentage points to 72% while reporting category 4 remained at the same percentage as the previous year.

Area 4 - Process of the governmental role in U.S. History:

Students did not do as well with Readiness Standards relating to demonstrating and evaluating the impact of the Progressive Era reforms, the major eras in U.S. history from 1877 to present, the U.S. involvement in World War II, and the process of the governmental role in U.S. history. Reporting category 3 is at 81%. Several supporting standards along with readiness standards were covered this year and unfortunately the data shows a decrease in mastery from 81% to 68%.

Area 5 - Special Education

This was the first year of special education students not having access to the STAAR-A test and being introduced to greater rigor for accountability. The greatest difference in percentage for special education was in reporting category 3 for the U.S. History exam at 44% in comparison to 68% for all students. Inclusion teachers will be instrumental in creating strategies for focus in this particular area in the coming school year.

2015-2018 GOALS & OBJECTIVES

Goal 1 - Digital Learning

Hudson ISD will strive to develop and implement an environment of engaged digital learners by providing appropriate time and training for educators and the necessary infrastructure and personnel.

Objective 1:1 (High School)

For the 2015-2018 school years, each campus will provide services and resources that allow students to develop skills in locating, evaluating, and synthesizing information to solve problems.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p><u>US History:</u> TEK 2(B) - identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; (R)</p> <p>Strategy: Students will read primary source excerpts from each era and use textual evidence to prove their answers to the questions that will be provided in class.</p>		US History teachers	Ongoing	-Classroom materials - online research - Primary Source Documents	1. Document Based Questions 2. Unit Assessments 3. 9 Week Assessments

<p><u>Algebra 1:</u> TEK A.3B SE: calculate the rate of change of a linear function represented tabularly TEK A.4A SE: calculate using technology, the correlation coefficient between two quantitative variables and interpret this quantity.</p> <p>Activity: Students will do a data collection activity and/or use data provided. They will do a linear regression using graphing technology and interpret the meaning of the slope and the correlation coefficient.</p>		<p>Algebra 1 teachers</p>	<p>Ongoing throughout the year, but primarily in the fall.</p>	<p>TI graphing calculators.</p>	<p>Teacher assessment during the activity. Assessed on 2nd 9 weeks exam.</p>
<p><u>Physics:</u> TEK 4A generate and interpret graphs and charts describing motion including the use of real-time technology</p> <p>Activity: Students will do labs to collect data using photogates to calculate speed and velocity and use this data to create graphs and make predictions</p>		<p>Physics Teachers</p>	<p>Ongoing throughout the year, but primarily in the fall semester.</p>	<p>Lab equipment including cars, ramps, and photogate times.</p>	<p>Teacher assessment during the activity. Assessed on 1st and 2nd 9 Weeks Exam</p>

<p><u>Biology:</u> TEK – 10B: describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants</p> <p>Strategy: To understand the relationship between plants and their systems, we will utilize several tracts of learning. We will be watching videos that show the interaction of plant tissues, as well as conducting lab experiments. We can witness multiple interactions in person, and will be using the flowers around campus to witness the reproduction that takes place in the spring. Also using flowers, we can witness the movement of water through the xylem within the plant cells.</p>		Biology Teachers	3rd Nine Weeks	<p>Online Resources: PENDA, YouTube,</p> <p>We will be conducting a lab in which we watch plants take water from their roots and move it through their xylem using nothing but cell contractions.</p> <p>We will travel around the campus to see the different flowers and how their offspring, formed through reproduction, are controlled by genetics.</p>	
<p><u>Visual Literacy:</u> Reading and interpretations of charts, graphs, photos, political cartoons etc.</p>		Eng. II teachers	All year	Graphics	Integrate into units
<p><u>Dictionary Skills:</u> Train learners in dictionary use, enabling them to become familiar with the various features, and to find information quickly and efficiently.</p>		Eng. I and II teachers	All year	Dictionaries	Integrate into units

2015-2018 GOALS & OBJECTIVES

Goal 1 - Digital Learning

Hudson ISD will strive to develop and implement an environment of engaged digital learners by providing appropriate time and training for educators and the necessary infrastructure and personnel.

Objective 1:2 (High School)

Each 9-weeks students will be presented an opportunity to utilize technology through evaluating and synthesizing information within a presentation, project, or assignment that is comprised of higher-level thinking skills in

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>AV:</u> Advanced Audio and Video will use their video skills to write, film and edit 6 films to compete in UIL Young Filmmakers.		AV Teacher	3rd Nine Weeks	Classroom video lab, cameras, lighting, and multiple locations in the community.	Students will be graded according to quality of work in Pre Production, Production, and Post Production.
<u>Business/Technology:</u> Research careers related to the area of study (ie: Digital Media, Programming, Photography, BFM, etc.) and creates portfolios to show work to exhibit skills required in those areas.		Business teachers	Spring 2018	<ul style="list-style-type: none"> · Example handouts and online examples · Computers · printers 	Portfolios

<p><u>Culinary, and Ag Classes:</u> Students will showcase what they have learned about the benefit of growing your own food, farm to table concept, the ag classes, and the culinary arts program.</p>		<p>Ag and Culinary teachers</p>	<p>Once a Nine Weeks</p>	<p>Teacher product</p>	<p>-Student responses -Student report of findings via daily work activities</p>
<p><u>Professional Development:</u> Technology training will be made available to teachers through Technology Showcases</p>	<p>4</p>	<p>Technology Staff, Administration , Teachers</p>	<p>Spring 2018</p>	<p>District Personnel</p>	<p>Successful event, online teacher surveys</p>
<p><u>Staff Technology:</u> Teachers will incorporate Google classroom into the presentation of course curriculum and assignments.</p>	<p>4</p>	<p>Technology Staff, HDOT, Joan Ragland, teachers</p>	<p>Implemented on a continuing basis throughout the 2017-2018 school year.</p>	<p>-Staff development days - interdepartmental collaboration</p>	<p>Informal and formal walk-throughs, teacher websites, student assignments</p>

2015-2018 GOALS & OBJECTIVES

Goal 2 - Learning Standards

Hudson ISD will provide a culture of purposeful learning that embraces diverse methodology needed for meaningful student learning.

Objective 2:1 (High School)					
Each nine weeks, Hudson ISD students will showcase selected, acquired skills to promote their mastery of 21st century skills in order to cultivate community support of teaching programs.					
Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>Ag\Mech:</u> Strengthen students' math skills by incorporating various situations while building projects that require the use of mathematical functions.	10	Cody Berry	Ongoing	Classroom materials, tape measures, layout and framing tools, calculators	Daily checking of student progress on building projects.
<u>Spanish:</u> TEK 5A: Teachers will incorporate guest speakers with the goal of expanding the students' knowledge of how a second language can be of academic, social, and professional importance. And/Or Students will use Nepris or other technology to dialogue with Spanish-speaking professionals or learners in order to expose them to a broader cultural perspective.		Spanish Teachers (with assistance of Media Specialist for Nepris)	Once a Semester	Teacher product	-Student responses -Student report of findings via daily work activities

<p><u>Ag.Science, Biology, & Algebra 1:</u> The Ag. Science department will work the Biology and Algebra 1 classes on a closed loop aquaponics lab with variables such as: pH, oxygen, light, plant, fish, and prawn growth, temperature, and length.</p>		<p>Ag. Science Teachers, Biology Teachers, Algebra 1 Block Teachers</p>	<p>Fall 2017 and Spring 2018</p>	<p>Fish tanks, solar equipment, sensors with recording/graphing capabilities, catfish, plants, earthworms,prawns.</p>	
<p><u>Culinary & Hospitality/Tourism:</u> The Culinary and Hospitality/Tourism courses will incorporate out of class opportunities as well as speakers coming into the classroom for student engagement using community and local campus events.</p>		<p>Course Specific Teachers, CTE Director, Administration</p>	<p>Ongoing</p>	<p>Community Relations and Partnerships, CTE funds</p>	<p>Community response and feedback via survey</p>
<p><u>Cross-Curricular:</u> Teachers will incorporate a soft skills rubric for student presentations of course assignments.</p>		<p>All Campus Teachers</p>	<p>One per 9-weeks Grading Period</p>	<p>Campus materials</p>	<p>Student presentations and assignments</p>

2015-2018 GOALS & OBJECTIVES

Goal 2 - Learning Standards

Hudson ISD will provide a culture of purposeful learning that embraces diverse methodology needed for meaningful student learning.

Objective 2:2 (High School)					
Students will be surveyed once a semester to obtain feedback regarding content related activities in order to enhance student validation.					
Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>US History:</u> TEK 11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf, the Balkans Crisis, 9/11, and the global War on Terror;		US History and World History Teachers	Ongoing	-Classroom materials - online research - Primary Source Documents	1. Document Based Questions 2. Unit Assessments 3. 9 Week Assessments
<u>Spanish:</u> Student surveys will be conducted to get student input on how they could incorporate usage of the Spanish language beyond the classroom.		Spanish Teachers	Spring 2018	Teacher created surveys	Survey results

2015-2018 GOALS & OBJECTIVES

Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

Objective 3:1 (High School)

Students will be given diverse opportunities to illustrate their mastery of readiness standards through authentic assessments once per nine weeks.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p><u>Biology:</u> TEK 7(G): analyze and evaluate scientific explanations concerning the complexity of the cell.</p> <p>Strategy: We will be looking at the structure and components of cells in a multitude of ways. We will use video technology and software that will allow the students to see and watch the cell components in action. There will be discussions and assignments that deal with specifics about each of the cells' organelles and how the cells function as a whole.</p>		Biology Teachers	2nd Nine Weeks	<p>Online Resources: PENDA, KHAN Academy, as well as YouTube videos.</p> <p>We will utilize drawings and pictures to help visualize what they are learning as well.</p> <p>Pearson Texas Biology Textbook</p>	

<p><u>Summarization:</u> Utilize Adobe spark to practice summarizing with students by restating the main ideas of the text in as few words as possible. It can be done in writing, orally, through drama, through art and music, in groups and individually.</p>		Eng. I Teachers	All Year	Adobe Spark	Progress during activity
<p><u>Careful Reading:</u> Teach in-depth annotation skills that allows students to understand material thoroughly and to monitor their comprehension.</p>		Eng. I and II Teachers	All Year	Annotation guide and student copies of non-fiction materials	Continuous use and review
<p><u>Art:</u> Critique: Using the DAIJ: Describe, Analyze, Interpret, and Judgement Art method: describe, analyze, interpret, judge Students will learn how to more confidently critique Artworks . They will discuss this aloud and also use this critique process in their writings.</p>		Lamon/Art 1-4	All Year	Graphic Organizer and Sketchbook	Sketchbook
<p><u>Writing:</u> Teachers will implement writing opportunities for students allowing students to specifically elaborate over learning objectives within each subject area</p>		High School Teachers	Each 9 Week Grading Period throughout the 2017-18 school year	Google Classroom, TurnItIn.com, student email, 9 Week assessments	Student formative and summative Assessments

2015-2018 GOALS & OBJECTIVES

Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

Objective 3:2 (High School)

Hudson High School staff will have an opportunity to collaborate departmentally, as well as by grade level, once a semester in order to discuss student achievement based data from the authentic assessments.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>Professional Development:</u> Training will be provided for teachers in creating and grading various types of assessment such as: formative, summative, and authentic	4	Campus and District Staff	Twice in the 17-18 School Year	-Ipads, macbooks, and various applications	-Presentations -teacher products
<u>Cross-Curricular:</u> Teachers will meet and collaborate to align 9-weeks assessments and then recover data to determine areas of focus		All Teachers, Administration, Curriculum Department	Once per 9 Weeks	-DMAC -TEKS Resource System -9-weeks assessments	9 Week Assessment Evaluation
<u>Cross-Curricular:</u> Teachers will implement cross curricular strategies focusing on student driven assignments. Specifics of the assignment will focus on varied techniques allowing for student interest to be incorporated.		SBDMC, Core Department Leaders, Administration	Once per Semester	-Campus Technology -Staff DevelopmentTime	-Student Products -Formal and informal walkthroughs

2015-2018 GOALS & OBJECTIVES

Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

Objective 3:3 (High School)

Each grading period teachers will present information related to assessment data with students to increase their understanding of readiness standards.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>Cross-Curricular:</u> Teachers will present 9 week assessment data results to the students to provide specific feedback to learning objectives.		Teachers, Administration	Once per 9 Weeks	DMAC	9 Week Assessment and Semester Exam Data Evaluation
<u>Cross-Curricular:</u> Teachers will utilize and expose students to various assessment methods such as: multiple choice, true/false, written responses, open ended questions, essays, projects, portfolios, etc.	8	Teachers	Ongoing each 9 Weeks	Staff Development Training	Documentation of various forms of assessments being utilized in classrooms

2015-2018 GOALS & OBJECTIVES

Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

Objective 4:1 (High School)					
Hudson ISD students will receive daily instruction based upon approved standards and community based accountability measures to develop the needs of the whole child.					
Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<u>Writing for Purpose:</u> Thesis development lessons		Eng. I and II Teachers	All Year	Sentence Templates	Specifically, check thesis sentences on writing; find thesis in readings
<u>Author's Purpose:</u> Read a wide variety of non-fiction focusing reading on author's purpose		Eng. I Teachers	All Year	Non-fiction passages	Passages on in-class and 9 Week Assessments
<u>Yearbook:</u> Students will be provided the opportunity to investigate campus happenings and report directly on the campus web page. This will be done so in newsletter format and will incorporate all/any occurrences on campus.		Yearbook Staff, Program Directors, Administration	Ongoing		
<u>Cross Curricular:</u> Teachers will continue to utilize authentic assessment modalities such as: multiple content writing, projects, portfolios, cross-curricular lessons, etc.		Teachers, Curriculum Department, Technology Department, Administration	These concepts will be used throughout every grading period 2017-2018	Assessment Training	-Informal/Formal walk-throughs -Documentation of various forms of assessments being utilized in classrooms

2015-2018 GOALS & OBJECTIVES

Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

Objective 4:2 (High School)					
Students will showcase content knowledge through diverse and meaningful platforms utilizing soft-skills. Teachers will provide opportunities for students to showcase soft-skills once a semester.					
Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
<p><u>Chemistry:</u> TEK 8(E) The student is expected to perform stoichiometric calculations, including determination of mass relationships between reactants and products, calculation of limiting reagents, and percent yield. Students will complete a stoichiometry relay to help emphasize the process in steps.</p> <p>Activity: Each person will have a responsibility to complete the stoichiometry problem.</p> <p>1st person; write equation 2nd person: balance equation 3rd person: set up stoichiometric calculation 4th person: complete calculation 5th person: check work and report answer The students will rotate between problems so that all skills are checked for understanding.</p>		Chemistry Teachers	3rd Nine Weeks	-classroom materials -modeling through instruction and examples -group practice -Labs	Nine Week Test

<p><u>Spanish, Culinary, and Art Classes:</u> Students will showcase what they have learned about the Spanish customs and culture in culmination with the Spanish classes, the art classes, and the culinary arts program.</p>		<p>Spanish, Culinary, and Art Teachers</p>	<p>Each Nine Weeks</p>	<p>Teacher Product</p>	<p>-Student responses -Student report of findings via daily work activities</p>
<p><u>Cross-Curricular:</u> Teachers will incorporate soft-skills rubrics into student presentations within course content</p>		<p>Teachers, CTE Director, Administration</p>	<p>Once per Semester</p>	<p>-Assignment Development Time - Department Planning Time</p>	<p>-Assignment rubrics -student presentations/products</p>
<p><u>Community Service:</u> The high school group, "Hornets Helping Hands," will take part in community service opportunities. This group will combine with NHS, student council, and other organizations to promote community service opportunities throughout the year.</p>		<p>Administration, Campus Group Leaders</p>	<p>Twice per Semester</p>	<p>-Community Relations and Partnerships -Student activity funds</p>	<p>-Student products -Participant evaluations</p>

2015-2018 GOALS & OBJECTIVES

Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

Objective 4:3 (High School)					
The campus will continue to seek viable input from professional collaboration from the Campus Leadership Team and Community Based Accountability Measures group once per nine weeks.					
Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
<u>Administration:</u> Campus administration will provide access to the CBAM group, Campus Leadership Group, and teachers with the Campus Plan and CBAM measures		Administration, Campus Leadership Group, CBAM Committee	Once per Semester	-Google Platform -Scheduled Meetings	-Sign in sheets
<u>Community:</u> Teachers, students, and community members will be inquired about the educational process and taken as viable input		Administration, SBDMC	Once per 9 Weeks	-Scheduled meetings -Community events	-Feedback from involved personnel -Google Form on website for all students to use for community service hours that they complete.