

Hudson Independent School District
Hudson High School
2023-2024 Campus Improvement Plan



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.

Parameters for Hudson ISD:

- *All actions will be ethically and legally appropriate.*
 - *We will require excellence in all aspects of the district.*
 - *Nothing will take precedence over the safety and well-being of the students and staff of HISD.*
- Professionalism and respect are non-negotiable.*

Vision

"A Community Pursuing Excellence"

Value Statement

We believe:

All stakeholders are responsible for the education of our students.

- *Students learn best when a variation of learning methods are provided.*
- *Students need to be lifelong learners in order to be productive members of society.*
- *Positive relationships are the foundation for success.*
- *Every child has value and possesses diverse abilities and talents.*

Individuals need a safe, secure and supportive environment to be productive, creative, and successful.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2023-2024 school year shows Hudson High School with a current enrollment of 794 students. Our student demographics by ethnicity are as follows: Asian 1.13%, African American 6.93%, Hispanic 29.22%, White 59.19%, Two or more races 3.02%. Within our current populations we have 50.88% Economically Disadvantaged, 47.23% At-Risk, 12.85% Special Education, 6.42% EB, 12.72% 504 and 5.42% Gifted/Talented. The culture of our campus continues to focus on student success with emphasis on developing and maintaining positive relationships and connections. Our At-Risk and 504 population continues to grow annually. Our challenge is to maintain high levels of academic performance for these students while holding them accountable for inappropriate behavior. Our 9th grade class is the largest class on the campus. Historical data shows that even though they are a large class in nature, high numbers of students struggled with EOC assessments in the 8th grade. This data prompted a change to the master schedule to add additional sections of English 1 and Algebra 1. By doing so, we decreased the overall classroom size to 15 to 1 which is similar to an intervention setting.

Demographics Strengths

During the 2021-2022 school year Hudson High School implemented after school programs (Tier 1,2,&3) specifically to target academic intervention. These programs have yielded a high success rate allowing students to make up missing assignments, regain credit due to absences, and allowing students to even gain credit for failed courses. When comparing the data from the 21-22 school year to the 22-23 school year we see an increased number of sessions offered from 72 to 93. By offering more opportunities after school we saw a 22% reduction in course failures decreasing the number of students needing summer school from 144 to 114. During the 22-23 school year there were an average of 53 students that checked in to the after school program compared to just 25 for the 21-22 school year. With more check-ins after school the campus as a whole improved. Teachers were able to work one on one with students allowing them to build positive relationships which we saw a direct impact in the classrooms. HHS also saw an increase in overall attendance from the 21-22 school year to the 22-23 school year. There were 2,296 fewer absences which increased Average Daily Attendance by 1.64% equating to \$150,020.64.

Student Learning

Student Learning Summary

HHS students saw great success for the 22-23 school year. This is accredited to our staff that provided rigorous instruction and the overall work ethic of our students. The hard work was evident in the classroom and also in our after school program. Each year it is important to break down the grade level data to see the strengths and areas in which to improve. As previously mentioned we put a plan in place to target our 9th grade class which is our largest class. This began with restructuring our master schedule to allow for more sections of English 1 and Algebra 1 to get those class sizes down to a 15 to 1 student teacher ratio. This grade level in particular has high number of students served under special education and more than 50% of students came to the high school reading below grade level. This prompted staff to look at programs and interventions that would address the needs of this class. We adopted a program called iReady Reading that gives a full diagnostic break down by the individual student, assigns accurate lexile levels, and lessons tailored to each students. As the students work through this program they are given the opportunity to raise their lexile and exit the program and progress to book studies. So far we have seen multiple students begin reading on grade level that a few months ago were not. In addition, as of October 2023, 11 students have already completed the program with another 11 students close to completion. As previously mentioned, we continue to utilize our after school program to address academic concerns for all grade levels. This had a direct impact on the overall failure reports. Additionally HHS began utilizing ParentSquare to notify parents and increase community involvement/engagement. Our teachers also notify parents if their child has two or more zeros and anytime a major test is approaching. Our counseling department continue to do a great job holding peer groups and speaking to classes further nurturing the social and emotional learning of all students.

Student Learning Strengths

English I EOC data reflects an 88% pass rate for 2022-2023 which is an increase from 81% from 2021-2022.

English II EOC data reflects an 91% pass rate for 2022-2023 which is an increase from 83% during the 2021-2022 school year.

Algebra 1 EOC data reflects a 92% pass rate for the 2022-2023 which is a decrease from 94 %the same from 2021-2022.

Biology EOC data reflects a 97% pass rate for 2022-2023 which in an increase from 93% from 2021-2022.

US History EOC data reflects a 99% pass rate for the 2022-2023 which is an increase from 95% from 2020-2021.

SAT/ACT All subject areas that achieved the approaches grade level or above was 100%

School Processes & Programs

School Processes & Programs Summary

HHS is a one to one device campus where all teachers utilize Canvas for notes and assignments. HHS operates on a 7 period schedule and 55 minute classes. We have a variety of programs of study and also partner with Angelina College to give our students and opportunity to learn a trade and obtain an industry based certification. Along with Angelina college, for the 23-24 school year, HHS partnered with SFA to offer our students Aviation courses. We offer TSI Testing for our students and this year began implementation of Texas College Bridge to reach additional students that may struggle with the TSI. This program, once complete, prevents students from having to take remedial college classes their first year. HHS satisfies HB 1416 requirements in our afterschool program for students needing accelerated instruction for failed EOC exams.

School Processes & Programs Strengths

This summer was the first time that teachers were permitted to work on necessary continuing education modules that must be completed before the first day of school. This allowed for more inservice time for adequate preparation time to plan lessons and prepare for the school year. HHS also started up a morale committee to plan activities for students and staff in an effort to boost morale and increase teacher retention. During the 22-23 school year we integrated an activity called the "Everyday Hero" to spotlight a teacher periodically where students vote for their favorite teacher and write kind things that are presented before the campus to the teacher.

Perceptions

Perceptions Summary

Hudson High School received an A for the 2022 Accountability Rating. Being a property poor district and serving 50.1 % students that are economically disadvantage comes with a unique set of struggles that are faced head on by our staff each and every day. Over 50% of our teachers have at least 6 years of experience with 12.8% having at least 20 years of experience in public education. According to the 2023 Niche report our teachers at the high school were ranked 36th out of 1,787 Best public High School teachers in the state of Texas with our high school being ranked 178th out of 1,808 Best public high schools in the state of Texas. It is our goal to continually welcome our community and to empower our parents to play an integral role in their child's education and future after Hudson High School.

Perceptions Strengths

According to the 2021-2022 TAPR report Hudson High School had 73.6% of its graduates that were College, Career, or Military ready which is 8% higher than the state of Texas.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data








Goals

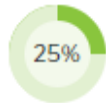

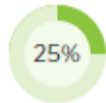





Goal 1: HISD will provide rigorous standards of academic achievement to prepare learners for graduation and post-secondary opportunities.

Performance Objective 1: By June 2024, all students and student groups will increase or sustain academic growth towards performing on grade level as measured by campus, district, and state level academic reports.

Evaluation Data Sources: State and local assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: TEA Priorities - Build a foundation of reading and math. 1) Hudson High School will monitor and evaluate students' performance for all students' receiving instruction in special programs including dyslexia, advanced academics (GT), PreAP and AP courses, special education and English as a Second Language (ESL). Staff Responsible for Monitoring: AP, Pre-AP Teachers, Special education teachers and ESL Certified Staff	Formative		
	Sept	Dec	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: TEA Priorities - Build a foundation of reading and math. Connect high school to career and college. 2) Research new or implement digital programs to engage students in content area information to close achievement gaps for all student population or enrich basic curriculum and provide language support. Staff Responsible for Monitoring: Teachers and campus administration	Formative		
	Sept	Dec	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3) Promote participation in UIL competitions and other extracurricular activities. Staff Responsible for Monitoring: Teachers and campus administration	Formative		
	Sept	Dec	Apr
			







Strategy 4 Details	Formative Reviews		
Strategy 4: 4) Integrate activities/lessons to give students a greater understanding of violence prevention, bullying, crisis intervention, suicide prevention, conflict resolution and safety. Staff Responsible for Monitoring: Counselors, teachers, and campus administration	Formative		
	Sept	Dec	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 5) Support staff with resources to close achievement gaps in student learning for all children, encourage student motivation and to enrich classroom experiences in order to meet the challenging State academic standards. Staff Responsible for Monitoring: Campus administrators	Formative		
	Sept	Dec	Apr
			
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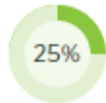







Goal 1: HISD will provide rigorous standards of academic achievement to prepare learners for graduation and post-secondary opportunities.

Performance Objective 2: HISD will actively recruit, retain and train fully certified teachers, as well as provide sustained high quality professional development to new teachers hired each year with the intent to retain 100%, measured annually.

Evaluation Data Sources: Human Resources Records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: TEA Priorities - Recruit, support, retain teachers and principals. Build a foundation of reading and math. Connect high school to career and college. 1) Hudson High School will provide training for all staff on relevant topics through the Library Media Center on teacher input, campus goals and SBDM team suggestions. Staff Responsible for Monitoring: Emily Meisel TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Sept	Dec	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: TEA Priorities - Recruit, support, retain teachers and principals. 2) Mentors will be assigned to teachers with less than two years experience in the field of education to ensure teachers are supported in their content areas and campus goals and objectives. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Sept	Dec	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3) Campus administrators will support staff members by being visible and accessible to staff and students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Sept	Dec	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: TEA Priorities - Recruit, support, and retain teachers and principals. 4) The campus will attend job fairs, network with local colleges and universities and build relationships with student teachers to promote recruitment. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Sept	Dec	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: TEA Priorities - Recruit, support, and retain teachers and principals. 5) Provide opportunities for teachers, administrators and paraprofessionals to attend high quality staff development provided in-district, through local and state conferences and from ESC 7. Staff Responsible for Monitoring: Assistant Superintendent; Campus administrators	Formative		
	Sept	Dec	Apr
			
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Goal 1: HISD will provide rigorous standards of academic achievement to prepare learners for graduation and post-secondary opportunities.

Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will remain above 80%.

HB3 Goal

Evaluation Data Sources: CCMR data from TSI, Dual Credit and Industry-Based Certifications, College Board Scores, ACT, and OnRamps enrollment

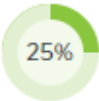





Summative Evaluation: Met Objective

Goal 2: HISD will provide systemic support through technology, counseling, transportation, food service, CTE, and health and wellness.

Performance Objective 1: By June 2024, all campuses in HISD will meet the performance objectives and targets outlined in the campus improvement plans. The technology, counseling department, health services, CTE, and food services will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Sources: District Improvement Plan Evaluations; State and Local Assessment Data

Summative Evaluation: Significant progress made toward meeting Objective



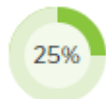

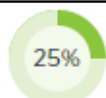
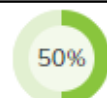
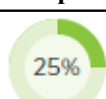
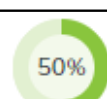
Strategy 1 Details	Formative Reviews		
Strategy 1: TEA Priorities - Build a foundation of reading and math. Connect high school to career and college. 1) Provide STEM, science, technology, engineering, arts, robotics and mathematics opportunities for students through dual credit and CTE certified courses, field trips and competitions. Staff Responsible for Monitoring: CTE Director; Assistant Superintendent; Campus Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Sept	Dec	Apr
			
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Goal 3: HISD will ensure fiscal responsibility through sound and transparent practices with our financial resources and auxiliary operating systems.

Performance Objective 1: District-wide fiscal policies will promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Evaluation Data Sources: Audit Reporting and Budget Spreadsheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Nursing staff will monitor student data reports for immunization compliance and communicable disease issues to ensure all students are meeting district requirements. Staff Responsible for Monitoring: Nursing Staff	Formative		
	Sept	Dec	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Maintain or increase graduation rate through monitoring individual student needs and providing individualized educational assistance to those needing help meeting academic standards. Staff Responsible for Monitoring: Teachers, counselors, CTE coordinator, and campus administration	Formative		
	Sept	Dec	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: TEA Priorities - Build a foundation of reading and math. 3) Analyze data through formative and summative assessments to identify student learning needs for placement in after school or intervention, Section 504, RtI, dyslexia, GT or advanced coursework, Special Education and ESL and to assist in purchasing of programs. Staff Responsible for Monitoring: Counselors, teachers, and campus administrators, along with Special Programs Director.	Formative		
	Sept	Dec	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: TEA Priorities - Build a foundation of reading and math. Connect high school to career and college. 4) Hudson High School will continue to seek outside funding sources to support programs and provide resources in order to increase student performance on challenging curriculum and state mandated assessments. Staff Responsible for Monitoring: Superintendent; assistant superintendent; campus administration; teachers	Formative		
	Sept	Dec	Apr
			



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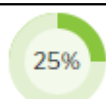
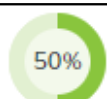
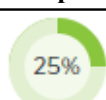
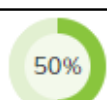
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Goal 4: HISD will foster a positive culture and climate by maintaining a safe and healthy learning environment that supports positive behaviors for students, staff, families and community that influences academic and social achievement.

Performance Objective 1: HISD will create an optimal, unencumbered climate and culture in order to accomplish our mission and objectives as measured by the Strategic Plan evaluations.

Evaluation Data Sources: Discipline records; Sign in Documentation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Nursing staff will monitor student data reports for immunization compliance and communicable disease issues to ensure all students are meeting district requirements. Staff Responsible for Monitoring: Nursing Staff	Formative		
	Sept	Dec	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) The campus will use the app Anonymous Alert to give students an avenue to report to the campus any information related to student health or concerns. Strategy's Expected Result/Impact: Staff, students, and campus safety. Staff Responsible for Monitoring: Administrators; counselors	Formative		
	Sept	Dec	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3) Hudson High School counseling department will offer small group sessions for hygiene classes, social skills, grief counseling, and teen dating violence awareness for the month February. Strategy's Expected Result/Impact: Safe and welcoming environment for all students and staff Staff Responsible for Monitoring: Counselors; teachers; campus administration; campus student leaders	Formative		
	Sept	Dec	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Hudson High School will focus on SEL in the classroom to meet the growing social and emotional needs of today's learners. Staff Responsible for Monitoring: Teachers (required to submit SEL lesson plans), administrators	Formative		
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No Progress



Accomplished



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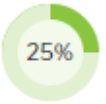

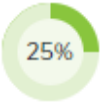

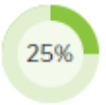

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Goal 5: HISD will continue to develop partnerships with parents, families and community through effective communication and positive interdisciplinary interactions.

Performance Objective 1: Hudson ISD will develop, facilitate, and support strategies to maintain or increase the attendance, participation and engagement of students, parents, staff and community in school related activities from the previous school year.

Evaluation Data Sources: Sign in Documentation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) The campus will develop, distribute and revise the Parent and Family Engagement Plan as well as the School and Family Compact through the SBDM process involving all stakeholders. Staff Responsible for Monitoring: Parents; community members; Campus administration; Superintendent and Assistant Superintendent	Formative		
	Sept	Dec	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Campus Administration will offer unique attendance incentives to be drawn for and issued during campus pep rally activities. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Sept	Dec	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The Hudson High School College and Career Center (CCC) will improve awareness of college and career experiences. Strategy's Expected Result/Impact: Increase scholarship recipients, graduation rate, increase those entering college and/or military. Staff Responsible for Monitoring: Gayle Sims TEA Priorities: Connect high school to career and college	Formative		
	Sept	Dec	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Hudson High School will distribute a campus newsletter providing campus transparency while also utilizing parent square to promote positive student and campus achievements/programs as well as explaining opportunities for accelerated instruction and inviting the community to participate in upcoming events. Strategy's Expected Result/Impact: As the newsletter is generated using a program that allows text distribution, we expect a higher view count. Staff Responsible for Monitoring: Mrs. Meisel/Mr. Crenshaw ESF Levers: Lever 3: Positive School Culture	Formative		
	Sept	Dec	Apr
			
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