Plano Independent School District

Hendrick Middle School

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Students in each grade level are age-appropriate

Enrollment within each grade level is fairly equal across the board

Mobility rate is low

Percentage of special education students is similar across all grade levels

Student Academic Achievement

Student Academic Achievement Strengths

Consistency in 7th math and 8th science

Strong ESL program

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 84%/60%/27% - 86%/61%/35%, Grade 7 Math : 81%/30% - 86% /68%, Math 8: 73%/41%/7% - 86%/61%/22%, Grade 7 Reading: 43% - 44%, Grade 8 Reading: 83%/66%/41% - 86%/70%/46%, Grade 7 Writing: 77%/54%/28% - 78%/56%/30% **Root Cause**: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

School Processes & Programs

School Processes & Programs Strengths

New teacher mentor program

Low rate of teacher turnover

Staff surveys

Strong district curriculum

Access to student data

Access to technology resources

Effective district support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause**: We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.

Perceptions

Perceptions Strengths

Sense of community and belonging

Sense of security

Multiple opportunities for students to get involved

Recognition for student success in acadmic and extracurricular activities

Strong involvement in extracurricular activites and campus events

Active PTA

Staff input is valued

Collaboration between Administration and staff to meet students needs

Priority Problem Statements

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 84%/60%/27% - 86%/61%/35%, Grade 7 Math : 81%/30% - 86% /68%, Math 8: 73%/41%/7% - 86%/61%/22%, Grade 7 Reading: 43% - 44%, Grade 8 Reading: 83%/66%/41% - 86%/70%/46%, Grade 7 Writing: 77%/54%/28% - 78%/56%/30%

Root Cause 1: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).

Root Cause 2: We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 05, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase student learning in mathematics and ELA as evidenced by an increase achievement on the 2020 STAAR assessment for all students at the Masters Performance by 2%, at the Meets Performance Level by 4%, and at the Approaches Performance Level by 6%.

Evaluation Data Source(s) 1: 2020 STAAR Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year's CIP

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) District curriculum and instruction team members will provide staff training on district planning protocols.	Math Department Chair ELA Department Chair 6th Grade Team Leader 7th Grade Team Leader 8th Grade Team Leader student support specialist academic specialist Campus Administrators	Increase academic performance by implementing and planning instruction protocols with fidelity.	50%	70%	70%
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Grade level teams, student support specialist, and academic specialist will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. Each meeting will include: Agenda Data reviewed Planning protocol discussion of 4 critical questions Weekly administration visits to planning meetings	Math Department Chair ELA Department Chair 6th Grade Team Leader 7th Grade Team Leader 8th Grade Team Leader student support specialist academic specialist Campus Administrators	Increase academic performance by implementing planning and instruction protocols with fidelity as recorded on meeting agendas.	50%	70%	70%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
3) Extended time will be provided for teams to implement the planning protocols for deeper unit instructional planning.	Math Department Chair ELA Department Chair 6th Grade Team Leader 7th Grade Team Leader 8th Grade Team Leader student support specialist academic specialist Campus Administrators	Increase academic performance by implementing planning and instruction protocols with fidelity as recorded on extended planning agenda.	50%	70%	70%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 84%/60%/27% - 86%/61%/35%, Grade 7 Math : 81%/30% - 86% /68%, Math 8: 73%/41%/7% - 86%/61%/22%, Grade 7 Reading: 43% - 44%, Grade 8 Reading: 83%/66%/41% - 86%/70%/46%, Grade 7 Writing: 77%/54%/28% - 78%/56%/30% **Root Cause 1**: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

School Processes & Programs

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause 1**: We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Adrienne Hunter	Assistant Principal
Administrator	Lisa Long	Principal
Administrator	Mark Wilczynski	Assistant Principal
Non-classroom Professional	Victoria Hines	Counselor
Classroom Teacher	Valerie Frazier	Teacher
Classroom Teacher	Aruna Vig	Teacher
Classroom Teacher	Bryan Dixon	Teacher
District-level Professional	Laura Grundler	Coordinator Fine Arts
Paraprofessional	Courtney White	Support Staff Member
Parent	Nadine Murphy	Parent
Parent	Cindy Savant	Parent
Parent	Charity Goodon	Parent
Business Representative	Willie Reeves	Business Member
Business Representative	Tom Villani	Business Member
Community Representative	Patricia Neal	Community Member
Community Representative	William Alston	Community Member
Non-classroom Professional	Lenora Young	Student Support Specialist

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	