

Plano Independent School District

Hedgcoxe Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

Hedgcoxe Elementary School is committed to developing responsible citizens by creating an engaging, caring learning community based on trust and the celebration
of one another.

Vision

Take care of yourself.

Take care of others.

Take care of Hedgcoxe!



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Comprehensive Needs Assessment

Revised/Approved: August 01, 2019

Demographics

Demographics Strengths

Our campus is thriving due to the diverse campus and cultures represented as evident in our 2017-2018 and 2018-2019 demographic data in Edugence. Additionally, we have received 100% on Closing the Gaps Distinction in 2018 and have high attendance rates.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus demographics reveal an increase in economically disadvantaged (ED) to 26%, EL students to 11% , and SPED students to 12% schoolwide. **Root Cause:** Teachers need additional support and resources to address the needs of our changing students' social, academic, and emotional needs.

Student Academic Achievement

Student Academic Achievement Strengths

Last year's data:

- STAAR Met standard on student achievement, school progress an closing the gaps.
- Distinctions: Academic Achievement in Math, Academic Achievement in ELA/Reading, Top 25%: Comparative Academic Growth, Top 25%: Comparative Closing the Gaps

This Year 5th grade STAAR:

- 5th Reading and Math Mastered percentages increased
- Approaching percentages have decreased over time

More independent reading in class might have been factor in increases in Reading

STAAR Scores from 2019, 2018 (Approaches & Masters)

		Approaches		Masters	
	Grade	2019	2018	2019	2018
Reading	3	92	85	50	38
	4	87	93	40	50
	5	100	97	71	46
Math	3	92	82	43	37
	4	87	95	47	62
	5	99	93	65	51
Writing	4	74	86	13	16
Science	5	90	86	43	30

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Percentage of students who scored at the Approaches level in fourth grade STAAR writing decreased to 74% and Masters level decreased to 13%. **Root Cause:** Teachers need additional time, support for writing strategies, and resources for formative assessments in order to deliver effective instruction.

School Processes & Programs

School Processes & Programs Strengths

Based on the HRS Survey results from this year:

1.3 Overall the staff strongly agrees that they have a voice in the decision making process

1.4 PLC processes in our school are functioning at a high level

1.5 School provides input and feedback about the school's improvement plan

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on our HRS Survey Data, the school's PLC processes need to be clearly defined schoolwide (norms, data-based goals, common formative assessments) **Root Cause:** We will address the need to create consistent expectations of the PLC process and planning procedures as a campus.

Perceptions

Perceptions Strengths

From the data analyzed, our committee noticed that our strengths include:

- Our faculty and staff feel safe in our school.
- Our Call out system allows parents to feel included and in the know.
- Interactive websites and social media available for the parents.
- Our school accomplishments are celebrated.
- We have the materials we need to teach the best that we can.
- School leaders direct technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on our 2019 HRS Level 1 Survey, some teachers believe that they do not have adequate time to teach effectively. **Root Cause:** We will address the interruptions to academic instruction and work toward creating a school-wide instructional model

Priority Problem Statements

Problem Statement 1: Our campus demographics reveal an increase in economically disadvantaged (ED) to 26%, EL students to 11% , and SPED students to 12% schoolwide.

Root Cause 1: Teachers need additional support and resources to address the needs of our changing students' social, academic, and emotional needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Percentage of students who scored at the Approaches level in fourth grade STAAR writing decreased to 74% and Masters level decreased to 13%.

Root Cause 2: Teachers need additional time, support for writing strategies, and resources for formative assessments in order to deliver effective instruction.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Based on our HRS Survey Data, the school's PLC processes need to be clearly defined schoolwide (norms, data-based goals, common formative assessments)

Root Cause 3: We will address the need to create consistent expectations of the PLC process and planning procedures as a campus.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 26, 2019


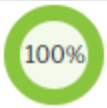




Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










Performance Objective 1: The campus will increase student progress measures for our ELL, ED, and SPED students in order to increase our Closing the Gaps targets for Domain 3 of State Accountability. Specifically, reaching the target score of 36% on English Language Proficiency Status and target score of 55% by two or more races in the Student Success Status.

Evaluation Data Source(s) 1: MAP Progress Growth Reports
STAAR Progress Measure
Closing the Gap Domain of State

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 causing school closure the last quarter of this school year, we will re-evaluate this goal once student take the BOY MAP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Students who have not met expected growth (progress measure) will be identified, targeted, and monitored by campus staff.	Administration, classroom teachers, ESL specialist, SPED teachers	Students identified will be monitored regularly for their growth through MAP, CFA's and intervention methods.			
	Problem Statements: Demographics 1				
TEA Priorities Build a foundation of reading and math 2) ESL specialist and SPED teachers will partner with grade level teachers to develop and administer same Common Formative Assessments and analyze their data.	Administration, ESL Specialist, SPED teacher, Instructional Specialist, Classroom teachers	Students will be monitored closely to see how they are progressing compared to the grade level data in order to promote growth.			
	Problem Statements: Demographics 1 - School Processes & Programs 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Collaborate with district personnel to develop effective strategies for our ELL learners.	Administration, ESL Specialist, Instructional Specialist, classroom teachers, District ESL Support team	Determine strategies and professional development to help our students in the classroom and during ESL time.			
	Problem Statements: Demographics 1 - School Processes & Programs 1				
4) Maximized learning through the intentional teaching, reteaching or enriching, during PAW time based on student data and reevaluated each quarter.	Administration, classroom teachers, Instructional Specialist, ESL teacher, PACE Specialist, SPED Teacher	Intentional lesson plans for PAW time (IE Time) and data discussion to continuously use data to drive groups and lessons.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus demographics reveal an increase in economically disadvantaged (ED) to 26%, EL students to 11% , and SPED students to 12% schoolwide. Root Cause 1: Teachers need additional support and resources to address the needs of our changing students' social, academic, and emotional needs.
Student Academic Achievement
Problem Statement 1: Percentage of students who scored at the Approaches level in fourth grade STAAR writing decreased to 74% and Masters level decreased to 13%. Root Cause 1: Teachers need additional time, support for writing strategies, and resources for formative assessments in order to deliver effective instruction.
School Processes & Programs
Problem Statement 1: Based on our HRS Survey Data, the school's PLC processes need to be clearly defined schoolwide (norms, data-based goals, common formative assessments) Root Cause 1: We will address the need to create consistent expectations of the PLC process and planning procedures as a campus.




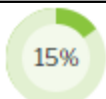

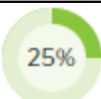






Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.







Performance Objective 2: The campus will increase student learning in ELA, specifically Writing TEKS, as evidenced by an increase of students performing at the Approaches Level by 5%, Meets Level by 4%, and the Masters Level by 3% of STAAR.

Evaluation Data Source(s) 2: 2020 STAAR results
Writing Samples for each grade level

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19 causing school closure, STAAR was not given this year, we will re-evaluate this goal as students take the BOY MAP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Teams will investigate STAAR Item Analysis to determine areas for growth in writing instruction and embed growth areas in their lesson plans.	Administration, Fourth Grade Team, Instructional Specialist	After analyzing data from the beginning year, and using formative and summative data throughout the year, essential standards will be identified and highlighted in unit plans in order to prioritize classroom instruction.			
	Problem Statements: Student Academic Achievement 1				
TEA Priorities Build a foundation of reading and math 2) Use Common Formative Assessments for writing that can be analyzed by teams.	Administration, Classroom Teachers, Instructional Specialist	Teachers will be able to calibrate their students' work and make instructional decisions from the data. This could include analyzing the rubric with different types of student writing.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				
TEA Priorities Build a foundation of reading and math 3) Collaborate with district personnel to analyze new ELA TEKS to ensure effective writing strategies are being utilized	Administration, classroom teachers, Instructional Specialist	Professional development and collaborative meetings to develop the best teaching methods for student growth in writing. Professional development to dissect grade level TEKS to understand the expectations for each grade level and how the STAAR test is scored for 4th graders.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				
TEA Priorities Build a foundation of reading and math 4) 4.) Vertical alignment of writing expectations school wide including mentor sentences to address revision and editing.		By allow the teachers to vertical look at how sentence revision and editing is taught in order to design a schoolwide mentor sentences plan in conjunction with Jeff Anderson's book, Patterns of Power.			
	Problem Statements: Student Academic Achievement 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Collaborate with Assessment, Research, Planning, and Evaluation team to help teachers dissect and understand data.	Administration, Instructional Support, ARPE team	By having teachers work with ARPE team, so our teams will better be able to use data to drive instructional decisions.			
	Problem Statements: Student Academic Achievement 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentage of students who scored at the Approaches level in fourth grade STAAR writing decreased to 74% and Masters level decreased to 13%. Root Cause 1: Teachers need additional time, support for writing strategies, and resources for formative assessments in order to deliver effective instruction.
School Processes & Programs
Problem Statement 1: Based on our HRS Survey Data, the school's PLC processes need to be clearly defined schoolwide (norms, data-based goals, common formative assessments) Root Cause 1: We will address the need to create consistent expectations of the PLC process and planning procedures as a campus.

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 3: Following HRS Level 2 expectations, the campus will develop and utilize a common planning protocol in order to develop fidelity to district curriculum and planning expectations.

Evaluation Data Source(s) 3: Team Agendas

Campus Created Planning Protocols







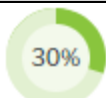

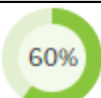
Common Formative Assessments










Hedgcox Instructional Model/Walkthrough Forms

Administrative Notes and Walkthroughs for Planning/PLC meetings

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Due to COVID-19 causing school closure, our teams were focused to collaborate in different ways. Shifting the discussion to include technology resource planning will be an area to consider for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Extended Planning Time for each team to analyze TEKS and student data to develop the most effective teaching plans.	Administration, classroom teachers, Instructional Specialist, ESL & SPED teachers	Allow teachers time each quarter to meet to dig into TEKS and analyze student data to adjust and monitor student growth.			
Problem Statements: Demographics 1 - School Processes & Programs 1					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Increased participation by administration during planning time with teams to support Collaborative Framework Model.	Administration, Instructional Specialists	Administrators will be present in planning to help support district's Collaborative Framework Model and drive the four questions for planning.			
Problem Statements: School Processes & Programs 1					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Use a Common Planning Protocol including analysis of Common Formative Assessments and data discussions.	Administration, Instructional Specialist, Classroom Teachers, Specialists	Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons.			
Problem Statements: School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 4) Meet with like grade level colleagues (within the district) to discuss instructional strategies.	Administration, Classroom teachers	Increase the professional conversations about effective strategies to use with all students to continue to promote student growth.			
	Problem Statements: School Processes & Programs 1				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Create an Instructional Model for Hedgcoxe that highlights the strategies for student engagement and learning.	Administration, Instructional Specialist	Using the Instructional Model as our Walkthrough piece gives teachers immediate feedback on the strategies they are using within the classroom and their effectiveness.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our campus demographics reveal an increase in economically disadvantaged (ED) to 26%, EL students to 11% , and SPED students to 12% schoolwide. Root Cause 1: Teachers need additional support and resources to address the needs of our changing students' social, academic, and emotional needs.
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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 Level Improvement Committee

Committee Role	Name	Position
Administrator	Kristi Graham	Principal
Administrator	Karen Williams	Assistant Principal
Parent	Rebecca Jarecki	Parent
Parent	Alicia Wanek	PTA President
Parent	Robert Hayes	Parent
Community Representative	Lori Ruml	Former Parent
District-level Professional	Marcus Miller	Professional Learning Coordinator
Paraprofessional	Jennifer Burton	Office Manager
Community Representative	Vickie Grayson	Former Teacher
Classroom Teacher	Matthew Stout	Parent
Classroom Teacher	Abby Dickerson	First Grade Teacher
Classroom Teacher	Brooke Dowdle	Second Grade Teacher
Classroom Teacher	Shelley Antoniou	Third Grade Teacher
Classroom Teacher	Alexandria Hawley	Fourth Grade Teacher
Classroom Teacher	Adrian Watson	Fifth Grade Teacher
Non-classroom Professional	Joy Roberts	Instructional Specialist
Classroom Teacher	Nina Tabanian	ESL Teacher
Classroom Teacher	Anna Walker	Kindergarten Teacher

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> 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. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> 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	