

# Plano Independent School District

## Hedgcoxe Elementary

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# 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!



# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	11
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	16
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	20
2020-21 SBIC	22
Addendums	23

# Comprehensive Needs Assessment

Revised/Approved: September 24, 2020

## Demographics

### Demographics Summary

Hedgcoxe is a small, close-knit community school with 421 students from grades K-5. We have an ALC/ELC Special Education Unit with students who are medically fragile. Those students utilize the SPED buses, while most student are walkers or car riders. We have excellent support staff along with our highly qualified teachers who have been at our school a number of years. We have low teacher turnover and a stable student population. We have an active parent base and PTA. Currently due to COVID-19, we have students learning in two learning environments: @home and Face to Face (F2F). Currently, we have 216 students @home and 212 students F2F.

Some of our demographic issues are:

Decrease student ratios in classrooms (K-2)

Increase in students in ELL, SPED, behavior issues across the campus.

Teacher training on getting the most of instruction with each child/differentiation

Focus on behavior, SPED, ELL, ED students

Changes in SES - Higher percentage of Free & Reduced (2019- 26%)

### 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 (Prioritized):** 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 Learning

## Student Learning Summary

**Hedcoxe Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group’s goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Our academic decisions are made with our student's social, emotional, and academic needs in mind. We use data to help inform our teachers about our students' progress and how our instructional practices are helping our students. Based on the data analyzed, areas that we will focus on will be:

Focus on students who scored Approaching to move them to Meets Level

Continue our current intervention model - PAW time for all classrooms to focus on specific interventions

## Student Learning Strengths

Due to COVID-19, no state assessments were administered in the 2019-2020 school year. Data was used from previous years.

2018-2019 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

			Approaches		Masters
	3	92	82	43	37
Math	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 Learning Needs

**Problem Statement 1 (Prioritized):** 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 Summary

Due to COVID-19, our campus focus this year is providing equitable instruction regardless of the learning environment our students are working in. We are called to be flexible and asking our staff to work collaboratively to create plans that are applicable to remote and face to face learning. The focus on collaborative teamwork continues to be an extension of our goals and focus areas for school processes from last year.

Hedgcoxe is an elementary campus that is using the High Reliability School (HRS) model to develop collaborative teams. Each of our teams or PLC's has a team leader and together as the campus leadership team we discuss, analyze and value teacher input. Along with traditional team leader positions, we extend leadership to all staff members through different activities such as Student Council, Robotics, Sunshine, Yearbook, and other committees. We encourage our teachers to develop new and innovative ways to reach more students. Our teachers work together to plan effective lessons and meet weekly along with our specialists (PACE, ESL, Library) to differentiate our lessons. We offer after school programs such as PASAR but also Art Club, Chess Club, Hedgcoxe Steppers, and Robotics. We value our teachers input in developing our processes and seek their input on different school matters. We have little teacher turnover. Based on our HRS survey data from 2018-2019, our campus needs to work on:

1.3 Clarifying to staff that notes exists documenting how teacher input was used to make specific decisions -- ensure that all staff members participate in the surveys to be sure their voice is heard.

1.4 Clarify the definition of PLC -- ensure that all staff understand how they are part of the PLC's at each team and the value they can bring to the conversation

1.5 Collecting, frequency, and sharing the results of opinion data --- ensure that the survey information is then shared back out to the staff and explained if changes are made from the data

## School Processes & Programs Strengths

Based on the HRS Survey results from 2018-2019 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 Summary

Due to the COVID-19 impact on school staff and community, it is essential to be unified in the message for parents that we are here to support students in all learning environments. Even with restrictions due to COVID-19, our students and staff have embraced the safety measure in place and are adhering to our overall district Return to School Plan. While school looks different this year, we are still here to serve parents and students.

At Hedgcoxe we believe that each student has a unique talent or gift. Students are at the heart of all decisions we make. Our students share our mission each morning, "Take care of yourself, take care of others, and take care of Hedgcoxe!" Our students are welcomed each day by attentive teachers who know our first priority to keep our students safe and ready learn. We are eager to work on addressing needs evident in our data.

- We need to educate parents and students to report potential incidents via the safe schools line.
- School leaders to speak with the community about what is going on in the community. Other than SBIC meetings.
- Teachers need to feel like they are being individually celebrated.
- More time to teach effectively!

## Perceptions Strengths

From the data analyzed in 2019, 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 Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Student Achievement Domain

# Goals

Revised/Approved: September 24, 2020










**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.








**Performance Objective 1:** HB3 - The percent of Hedgcoxe 3rd grade students that score meets grade level or above on STAAR Reading will increase from 73% in 2019 to 75% by June 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 49% in 2021. The Hispanic student group performance will increase from 64% in 2019 to 69% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2020-21 Reading STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional Specialist, ESL, PACE), Classroom Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. K-3 Teachers will incorporate new Reading Academy strategies during their interventions. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in reading achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Administration, Specialists (Instructional, ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			










Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our Economic Disadvantaged and Hispanic learners. <b>Strategy's Expected Result/Impact:</b> Identified students will have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional, ESL), Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Hedgcoxe students that score Meets grade level or above on STAAR Reading 3-5 will increase from 73% in 2019 to 75% by June 2021. The Economically Disadvantaged student group performance will increase from 56% in 2019 to 61% in 2021. The Hispanic student group performance will increase from 63% in 2019 to 68% in 2021.

**Evaluation Data Sources:** 2020-21 Reading STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional Specialist, ESL, PACE), Classroom Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. K-3 Teachers will incorporate new Reading Academy strategies during their interventions. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in reading achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Specialist (Instructional & ESL), Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			










Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our Economically Disadvantaged and Hispanic learners. <b>Strategy's Expected Result/Impact:</b> Identified students will be have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional & ESL), Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of Hedgcoxe students that score Meets grade level or above on STAAR Writing 4 will increase from 44% in 2019 to 46% by June 2021. The Economically Disadvantaged student group performance will increase from 32% in 2019 to 37% in 2021. The Hispanic student group performance will increase from 15% in 2019 to 19% in 2021.

**Evaluation Data Sources:** 2020-21 Writing STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Specialists, SPED, Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in reading achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional & ESL), Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our Economically Disadvantaged and Hispanic learners. <b>Strategy's Expected Result/Impact:</b> Identified students will have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Specialists (Instructional & ESL), Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			












**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.








**Performance Objective 1:** HB3 - The percent of Hedgcoxe 3rd grade students that score meets grade level or above on STAAR Math will increase from 77% in 2019 to 78% by June 2021. The Economically Disadvantaged student group performance will increase from 67% in 2019 to 71% in 2021. The English Learners student group performance will increase from 77% in 2019 to 79% in 2021.

### HB3 Goal

**Evaluation Data Sources:** 2020-21 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Specialists <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. K-3 teachers will use strategies learned through the Reading Academy. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in reading achievement. <b>Staff Responsible for Monitoring:</b> Classroom Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			


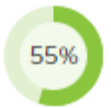







Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our English Language Learners (ELL) and Economically Disadvantaged learners. <b>Strategy's Expected Result/Impact:</b> Identified students will be have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Hedgcoxe students that score Meets grade level or above on STAAR Math 3-5 will increase from 73% in 2019 to 74% by June 2021. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 62% in 2021. The Hispanic student group performance will increase from 70% in 2019 to 74% in 2021.

**Evaluation Data Sources:** 2020-21 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Specialists (ESL, Instructional, PACE), and classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in math achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			





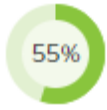




Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our Economically Disadvantaged and Hispanic learners. <b>Strategy's Expected Result/Impact:</b> Identified students will have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Hedgcoxe students that score Meets grade level or above on STAAR Science 5 will increase from 73% in 2019 to 75% by June 2021. The Economically Disadvantaged student group performance will increase from 65% in 2019 to 69% in 2021. The English Learner student group performance will increase from 50X% in 2019 to 52% in 2021.

**Evaluation Data Sources:** 2020-21 Science STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specialists will partner with grade level teachers to administer Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. <b>Strategy's Expected Result/Impact:</b> All students will be monitored for their growth and progress through the CFA's. The small groups identified in our goal will be identified and monitored as well. <b>Staff Responsible for Monitoring:</b> Specialists (ESL, Instructional, PACE), and classroom teachers. <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maximized learning through intentional teaching, reteaching or enriching, during PAW time based on student data and re-evaluated each quarter. <b>Strategy's Expected Result/Impact:</b> Due to intentional planning of PAW time lessons and data discussions, students are expected to grow and advance in science achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will dissect MAP Data to determine areas for growth in instruction and embed growth areas in their lesson plans. Collaborate with Assessment, Research, Planning, and Evaluation teams to help teachers dissect and understand data. <b>Strategy's Expected Result/Impact:</b> By analyzing data, teachers will be able to identify students who need to continue to grow and who are ready to learn new concepts. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Collaborate with district personnel/specialists to identify and develop effective strategies for our Economically Disadvantaged and English Language Learners (ELL). <b>Strategy's Expected Result/Impact:</b> Identified students will be have progress monitoring throughout the year to help them achieve maximum growth. <b>Staff Responsible for Monitoring:</b> Administrators, Specialists (Instructional & ESL) <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# 2020-21 SBIC

Committee Role	Name	Position
Administrator	Kristi Graham	Principal
Administrator	Karen Williams	Assistant Principal
Parent	Stephanie Stone	PTA President
Paraprofessional	Jennifer Burton	Office Manager
Classroom Teacher	Matthew Stout	Sped. Teacher
Classroom Teacher	Jennifer LeWinter	1st Grade Team Leader
Classroom Teacher	Shelley Antoniou	2nd Grade Team Leader
Classroom Teacher	Brooke Dowdle	3rd Grade Teacher
Classroom Teacher	Amy Linscheer	4th Grade Teacher
Classroom Teacher	Adrian Watson	5th Grade Teacher
Non-classroom Professional	Tambra Reynolds	Instructional Specialist
Community Representative	Vickie Grayson	Community Member in Neighborhood

# Addendums



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	65	63	79		86		54	48	56	60	79	78	55	73
2020	67	65	79		86		55	49	58	61	81	78	56	74
2021	69	68	80		87		57	51	61	63	83	79	58	75
2022	72	71	81		88		58	53	65	65	85	80	60	77
2023	76	76	82		89		61	55	70	68	89	81	63	79
2024	81	81	83		90		64	58	76	72	93	82	67	81

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	65	70	77		93		31	44	58	60	82	77	58	73
2020	67	72	77		93		32	45	60	61	83	77	59	74
2021	69	74	78		94		33	47	62	62	84	78	60	74
2022	72	77	78		94		34	49	65	64	86	78	62	75
2023	76	81	79		95		35	51	69	66	88	79	64	77
2024	81	86	80		96		37	54	74	69	91	80	67	78

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Hedgcoxe

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	5	14	31		6			8	9		13	52	8	60
<b>2019</b>	80	64	74		83			75	44		69	77	50	73
<b>2020</b>	82	66	74		83			76	46		71	77	51	74
<b>2021</b>	84	69	75		84			78	49		73	78	53	75
<b>2022</b>	87	72	76		85			80	53		75	79	55	77
<b>2023</b>	91	77	77		86			82	58		79	80	58	79
<b>2024</b>	96	82	78		87			85	64		83	81	62	81

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Hedgcoxe

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	5	14	31		6			8	9		13	52	8	60
<b>2019</b>	60	79	77		100			75	67		77	79	63	77
<b>2020</b>	62	81	77		100			76	69		78	79	64	78
<b>2021</b>	64	83	78		100			78	71		79	80	65	78
<b>2022</b>	67	86	78		100			80	74		81	80	67	79
<b>2023</b>	71	90	79		100			82	78		83	81	69	81
<b>2024</b>	76	95	80		100			85	83		86	82	72	82

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## Hedcoxe - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 44% in 2019 to 46% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
45% 2019 Baseline: 44%	46%	48%	50%	52%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	50	15	52	*	80	*	13	0	32	40	60	51	24	44
2020	51	17	52	*	80	*	14	1	34	41	61	51	25	45
2021	54	19	53	*	81	*	15	2	37	43	63	52	27	46
2022	57	23	53	*	81	*	17	4	41	45	66	52	29	48
2023	61	27	54	*	82	*	19	7	46	48	69	53	32	50
2024	66	33	56	*	84	*	22	10	52	51	74	55	35	52
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Hedcoxe - STAAR Grade 5 Science														
The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 73% in 2019 to 75% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
74% 2019 Baseline: 73%		75%			76%			77%			78%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	69	82	*	83	*	*	40	65	40	50	75	67	73
2020	34	70	82	*	83	*	*	41	66	41	51	75	68	74
2021	37	73	82	*	83	*	*	42	69	42	52	75	69	75
2022	40	75	83	*	84	*	*	44	72	44	53	76	71	76
2023	44	79	83	*	84	*	*	47	76	46	55	76	73	77
2024	49	84	84	*	85	*	*	50	81	49	58	77	76	78
2019-2021	4	4	0	*	0	*	*	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		



	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
--	--	--	--