

# Plano Independent School District

## Hickey Elementary

**2020-2021**

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



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

# Mission Statement

Mission: Educate, inspire, and empower every student to activate their unique potential in a dynamic world.

## Vision

VISION:

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnic Distribution:

African American 9.7%

Hispanic 36.9%

White 22.2%

American Indian 0.2%

Asian 27.0%

Pacific Islander 0.2%

Two or More Races 3.9%

Economically Disadvantaged 37%

### Demographics Strengths

We have a diverse population at Hickey Elementary which contributes to a multi-faceted culture and climate.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students in our bilingual program are not exiting the program at expected rates. **Root Cause:** Consistency across grade levels and instructional methods and challenges related to acquiring a second language.

# Student Learning

## Student Learning Summary

**Hickey 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.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** : The percentage of student groups in Domain III performing at the Meets grade level standard and above and/or meeting or exceeding growth is below state levels: Academic Achievement in Reading and Math -Economically disadvantaged students, Student Success Status - Hispanic and Economically disadvantaged students. **Root Cause:** Collaborative teams will address the need to plan instruction that includes extending student understanding with essential concepts.

**Problem Statement 2:** : The percentage of students performing at the Masters Level on Writing STAAR had a significant decrease between the percentage of students who performed at the Meets level.

**Problem Statement 3:** Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause:** We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

# School Processes & Programs

## School Processes & Programs Summary

Our staff is provided multiple opportunities for professional learning on campus, at the district, and at Region 10 trainings. Our teachers are supported by Elementary Academic Services and are provided time for collaboration with peers. We attempt to hire the highest quality teachers and paraprofessional to our campus and continually work to support them.

We set aside dedicated time to disaggregate data, focusing on various sub-populations on our campus to ensure the staff is fully aware of instructional and behavioral needs on the campus. Our master schedule is designed to maximize the time of classroom teachers and specialists as they work to provide high quality instruction in class as well as pull-out programs.

The administrators at Hickey have an open door policy and are accessible to all staff as needs arise, setting the tone for engaged leadership, being fully present and working to ensure the academic and social/emotional success of all our students.

## School Processes & Programs Strengths

1. We set professional growth goals each year through T-TESS, and provide the opportunity for teachers to revise their goals as needed. Midyear and summative conferences are held to discuss progress toward goals.
2. We engage in multiple data digs throughout the year, utilizing NWEA reports, MAP, AMC, TELPAS, Plano Literacy, formal and informal assessments.
3. Our professional learning opportunities align with our shared commitments and correlate with assessment data and the driver where we need to go instructionally.
4. We have a strong technology component utilizing web-based programs such as Google classroom, online links in the curriculum planner and other district supported technology resources.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and collaborative framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** We will address the need for clear and clarified competence in unpacking the TEKS alongside the use of the instructional model and framework during planning.

# Perceptions

## Perceptions Summary

Overall, according to campus and district survey data, the students and staff at Hickey Elementary feel this is a safe learning environment. Staff and students are aware of emergency protocols and how to respond in emergencies. Our students of all cultures feel valued by the staff. The staff feels that their input is heard and acknowledged and that they are valued as a member of the Hickey family.

## Perceptions Strengths

1. Teachers and students feel safe and feel the staff is aware of emergency protocols.
2. Students of various cultures feel valued and cared for by the staff.
3. Teachers feel their input is valued and they are respected.
4. Staff feel comfortable going to the campus leaders and administration.
5. Staff feel the campus has a collaborative environment.
6. Staff feel that campus makes ethical choices.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause:** We will develop and implement a campus-wide program based on leadership principles in order to build student self-respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

# Priority Problem Statements

**Problem Statement 1:** : The percentage of student groups in Domain III performing at the Meets grade level standard and above and/or meeting or exceeding growth is below state levels: Academic Achievement in Reading and Math -Economically disadvantaged students, Student Success Status - Hispanic and Economically disadvantaged students.

**Root Cause 1:** Collaborative teams will address the need to plan instruction that includes extending student understanding with essential concepts.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers and students perceive a lack of student motivation to achieve at high levels.

**Root Cause 2:** We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

**Problem Statement 2 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: September 30, 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.



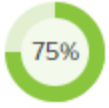







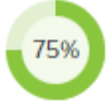




**Performance Objective 1:** HB3 - The percent of Hickey 3rd grade students that score meets grade level or above on STAAR Reading will increase from 51% in 2019 to 53% by June 2021. The Economically Disadvantaged student group performance will increase from 24% in 2019 to 29% in 2021. The Hispanic student group performance will increase from 27% in 2019 to 32% in 2021.








## HB3 Goal

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

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet collaboratively throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of instructional strategies as measured by walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased of strategies in class. Increased progress on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will meet monthly to vertically align content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor through participation in data meetings designed for individual subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Title 1</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student preparedness as evidenced by binder checks and note-taking.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, AVID Campus Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			













Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes in targeted areas.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 Hickey students that score Meets grade level or above on STAAR Reading 3-5 will increase from 57% in 2019 to 59% by June 2021. The Economically Disadvantaged student group performance will increase from 30% in 2019 to 35% in 2021. The Hispanic student group performance will increase from 37% in 2019 to 42% in 2021.

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

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will use planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teams will meet monthly to vertically align content</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in utilization of instructional strategies as measured by walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement consistent use of English Language Development Program K-2 and in all bilingual classrooms. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
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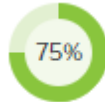




Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.  <b>Strategy's Expected Result/Impact:</b> Monitor through participation in data meetings designed for individual subgroups.  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.  <b>Strategy's Expected Result/Impact:</b> Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement  <b>Staff Responsible for Monitoring:</b> Title 1  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.  <b>Strategy's Expected Result/Impact:</b> Increased student preparedness as evidenced by binder checks and note-taking  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders/AVID campus coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in targeted areas.  <b>Staff Responsible for Monitoring:</b> Lead Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
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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.








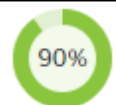


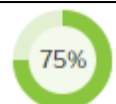








**Performance Objective 3:** The percent of Hickey students that score Meets grade level or above on STAAR Writing 4 will increase from 48% in 2019 to 50% by June 2021. The Economically Disadvantaged student group performance will increase from 23% in 2019 to 28% in 2021. The Hispanic student group performance will increase from 23% in 2019 to 27% in 2021.

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

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of strategies in classes Increased progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in utilization of instructional strategies as measured by walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will use planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will meet monthly to vertically align content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.  <b>Strategy's Expected Result/Impact:</b> Monitor through participation in data meetings designed for individual subgroups.  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
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Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.  <b>Strategy's Expected Result/Impact:</b> Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
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Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement.  <b>Staff Responsible for Monitoring:</b> Title 1  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.  <b>Strategy's Expected Result/Impact:</b> Increased student preparedness as evidenced by binder checks and note-taking  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders/AVID campus coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in targeted areas.  <b>Staff Responsible for Monitoring:</b> Lead Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
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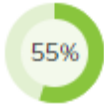





**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.
















**Performance Objective 1:** HB3 - The percent of Hickey 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% in 2019 to 60% by June 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 38% in 2021. The Hispanic student group performance will increase from 37% in 2019 to 41% in 2021.








**HB3 Goal**

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

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of strategies in class.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in utilization of instructional strategies as measured by walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level TEam Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will use planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by targeting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will meet monthly to vertically align content</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor through participation in data meetings designed for individual subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by intentional differentiation, such as Think, Pair,Share; Randomizers; Graphic Organizers</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Specialists; Title 1</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Title 1</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student preparedness as evidenced by binder checks and note-taking</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders/AVID campus coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			













Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes in targeted areas.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			




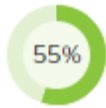


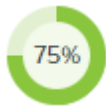
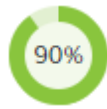











**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Hickey students that score Meets grade level or above on STAAR Math 3-5 will increase from 61% in 2019 to 62% by June 2021. The Economically Disadvantaged student group performance will increase from 37% in 2019 to 41% in 2021. The Hispanic student group performance will increase from 40% in 2019 to 44% in 2021.

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

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of strategies in classes Increased progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in utilization of instructional strategies as measured by walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will use planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will meet monthly to vertically align content</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			













Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.  <b>Strategy's Expected Result/Impact:</b> Monitor through participation in data meetings designed for individual subgroups.  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.  <b>Strategy's Expected Result/Impact:</b> Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement  <b>Staff Responsible for Monitoring:</b> Title 1  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.  <b>Strategy's Expected Result/Impact:</b> Increased student preparedness as evidenced by binder checks and note-taking  <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders/AVID campus coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.  <b>Strategy's Expected Result/Impact:</b> Increased student outcomes in targeted areas.  <b>Staff Responsible for Monitoring:</b> Lead Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 Hickey students that score Meets grade level or above on STAAR Science 5 will increase from 44% in 2019 to 46% by June 2021. The Economically Disadvantaged student group performance will increase from 8% in 2019 to 12% in 2021. The Hispanic student group performance will increase from 26% in 2019 to 30% in 2021.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement consistent use of Academic Language Development Planning Tool. Unit assessments will be used to track progress and adjust planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of strategies in classes</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in utilization of instructional strategies as measured by walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will use planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Staff Responsible for Monitoring:</b> Increased student understanding by targeting instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will meet monthly to vertically align content.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade Level Representatives; Instructional Specialists</p> <p><b>Staff Responsible for Monitoring:</b> Increase student understanding by identifying possible gaps in understanding from previous grade levels.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.  <b>Strategy's Expected Result/Impact:</b> Grade Level Team Leaders; Instructional Specialists  <b>Staff Responsible for Monitoring:</b> Monitor through participation in data meetings designed for individual subgroups.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students  <b>Strategy's Expected Result/Impact:</b> Grade Level Team Leaders; Instructional Specialists  <b>Staff Responsible for Monitoring:</b> Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.  <b>Strategy's Expected Result/Impact:</b> Title 1  <b>Staff Responsible for Monitoring:</b> Increase Parent Involvement  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.  <b>Strategy's Expected Result/Impact:</b> Grade Level Team Leaders/AVID campus coordinator  <b>Staff Responsible for Monitoring:</b> Increased student preparedness as evidenced by binder checks and note-taking  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide small group intervention support for students in K-5 utilizing specialists and adult temp.  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in targeted areas.  <b>Staff Responsible for Monitoring:</b> Lead Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue			



# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dina Rowe	Principal
Classroom Teacher	Brittany Jouvenat	Fifth Grade Teacher
Classroom Teacher	Adalixa Gomez	Bilingual Teacher
Classroom Teacher	Donny Hacker	Special Education Teacher
Administrator	Melinda Hoover	Assistant Principal
Classroom Teacher	Brittany Jones	Second grade Teacher
Classroom Teacher	Roxanne Barnes	Third Grade Teacher
Classroom Teacher	Monica Maldonado	Instructional Specialist
Community Representative	Mark Nehls	Community Representation
Parent	Bobby Sheahan	Parent
Parent	Melinda Marshall	Parent
District-level Professional	Delmy Ewing	Multilingual Specialist
Paraprofessional	Ian Fujiimoto	Special Education Paraprofessional
Parent	Sarika Pride	Parent
Business Representative	Mike King	Business Representative
Community Representative	Daryl Jones	Community Representation
Parent	Valerie Jones	Parent
Business Representative	Krysten Estell	Business Representative
Parent	Brad Lusk	Parent
Parent	James Jouvenat	Parent



# Addendums

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

Hickey

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	60	37	70		75		83	29	30	58	43	58	48	57
2020	62	39	70		75		84	30	32	59	45	58	49	58
2021	64	42	71		76		86	32	35	61	47	59	51	59
2022	67	45	72		77		87	34	39	63	49	60	53	61
2023	71	50	73		78		90	36	44	66	53	61	56	63
2024	76	55	74		79		93	39	50	70	57	62	60	65

### 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	60	40	71		86		83	37	37	75	48	63	53	61
2020	62	42	71		86		84	38	39	76	49	63	54	62
2021	64	44	72		87		85	40	41	77	50	64	55	62
2022	67	47	72		87		86	42	44	79	52	64	57	63
2023	71	51	73		88		87	44	48	81	54	65	59	65
2024	76	56	74		89		89	47	53	84	57	66	62	66

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

Hickey

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>		30	21		19			9	29		35	68	11	79
<b>2019</b>	57	27	71		63			11	24		37	51	45	51
<b>2020</b>	59	29	71		63			12	26		39	51	46	52
<b>2021</b>	61	32	72		64			14	29		41	52	48	53
<b>2022</b>	64	35	73		65			16	33		43	53	50	55
<b>2023</b>	68	40	74		66			18	38		47	54	53	57
<b>2024</b>	73	45	75		67			21	44		51	55	57	59

### 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

Hickey

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>		30	21		19			9	29		35	68	11	79
<b>2019</b>	71	37	71		79			22	34		46	63	36	59
<b>2020</b>	73	39	71		79			23	36		47	63	37	60
<b>2021</b>	75	41	72		80			25	38		48	64	38	60
<b>2022</b>	78	44	72		80			27	41		50	64	40	61
<b>2023</b>	82	48	73		81			29	45		52	65	42	63
<b>2024</b>	87	53	74		82			32	50		55	66	45	64

### 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

## Hickey - 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 48% in 2019 to 50% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
49% 2019 Baseline: 48%	50%	52%	54%	56%

### 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	44	23	60	*	70	*	*	14	23	*	31	47	53	48
2020	45	25	60	*	70	*	*	15	25	*	32	47	54	49
2021	48	27	61	*	71	*	*	16	28	*	34	48	56	50
2022	51	31	61	*	71	*	*	18	32	*	37	48	58	52
2023	55	35	62	*	72	*	*	21	37	*	40	49	61	54
2024	60	41	64	*	74	*	*	24	43	*	45	51	64	56
2019-2021	4	4	1	*	1	*	*	2	5	*	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

## Hickey - 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 44% in 2019 to 46% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
45% 2019 Baseline: 44%	46%	47%	48%	49%

### 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	56	26	45	*	82	*	*	42	8	43	31	47	20	44
2020	57	27	45	*	82	*	*	43	9	44	32	47	21	45
2021	60	30	45	*	82	*	*	44	12	45	33	47	22	46
2022	63	32	46	*	83	*	*	46	15	47	34	48	24	47
2023	67	36	46	*	83	*	*	49	19	49	36	48	26	48
2024	72	41	47	*	84	*	*	52	24	52	39	49	29	49
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> <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>		
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