Plano Independent School District

Hedgcoxe Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

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

Vision

Take care of yourself.

Take care of others.

Take care of Hedgcoxe!

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Comprehensive Needs Assessment

Revised/Approved: August 6, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Hedgcoxe's CNA team met on August 3, 2021 to create a new Needs Assessment based on the end of year data from 2021. Members of the CNA team were: Kristi Graham, Karen Williams, Shannon Wallace, Tambra Reynolds, Shelley Antoniou, Jen LeWinter, Sarah Manthey, Adrian Watson, Stephanie Losoya, Shannon Flohr, Kaylee Fortney, Renee Javornik. The team was divided into groups to analyze data from Reading, Math, and Science sources. Problem Statements and root cause analysis were items discussed by each sub group. This information was compiled to be written and shared with our SBIC team on September 16th.

Demographics

Demographics Summary

Hedgcoxe is a small, close-knit community school with 428 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 a small amount of students who are attending the PISD Virtual Academy.

Some of our demographic issues are:

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 (2021- 26 %)

Demographics Strengths

Our campus is thriving due to the diverse campus and cultures represented as evident in our 2017-2021 demographic data in Edugence. Additionally, we have received 100% on Closing the Gaps Distinction in 2018 and have high attendance rates. Our current demographics represent our diversity:

Asian 16%

African American 13%

Hispanic 19%

Two or more 8%

White 43%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus demographics reveal an increase in economically disadvantaged (ED) to 26%, EL students to 17% , and SPED students to 13% 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

Hedgcoxe 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, state assessments were administered only to the students present on campus during testing in 2020-2021 school year, as a result not all students were tested. All students will be tested at the beginning of the 2021 school year via MAP Testing and those results will be compared to STAAR results to help determine strengths and areas for growth.

Due to COVID-19, no state assessments were administered in the 2019-2020 school year.

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

			Approaches		Masters
	3	92	85	50	38
Reading	4	87	93	40	50
	5	100	97	71	46
	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): READING Problem Statement: Hedgcoxe Elementary students need to improve reading in all content areas by increasing vocabulary development and comprehension skills. **Root Cause:** The need is present for more targeted interventions to promote student growth with vocabulary development and comprehension skills. Increased collaboration with all teachers to provide and reinforce those targeted interventions.

Problem Statement 2 (Prioritized): MATH Problem Statement: Hedgcoxe Elementary needs to improve use of math strategies in the areas of problem solving and vocabulary development. **Root Cause:** Vocabulary is interchangeable and students understand one word, but not another used in a different grade level. Students need to understand problem solving and vocabulary independent in order to create a plan to solve a problem on an assessment.

Problem Statement 3 (Prioritized): SCIENCE Problem Statement: Hedgcoxe Elementary needs to improve student understanding of Force, Motion & Energy and Earth/Space topics. **Root Cause:** Due to COVID restrictions, many activities that were previously taught in a hands on lesson were not utilized last school year. Additionally, the amount of time and time of day for science can be impacted by other student needs.

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 the previous year. We are called to be flexible and asking our staff to work collaboratively to create plans help students have opportunites to learn information and skills they may not have solidified last year. 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 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:

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 opinion data collected from students, parents, and staff needs to be generated and shared regularly. **Root Cause:** We will address the need to create avenues for opinion data to be collected in various ways from our students, parents, and staff.

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: READING Problem Statement: Hedgcoxe Elementary students need to improve reading in all content areas by increasing vocabulary development and comprehension skills.

Root Cause 1: The need is present for more targeted interventions to promote student growth with vocabulary development and comprehension skills. Increased collaboration with all teachers to provide and reinforce those targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MATH Problem Statement: Hedgcoxe Elementary needs to improve use of math strategies in the areas of problem solving and vocabulary development.

Root Cause 2: Vocabulary is interchangeable and students understand one word, but not another used in a different grade level. Students need to understand problem solving and vocabulary independent in order to create a plan to solve a problem on an assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SCIENCE Problem Statement: Hedgcoxe Elementary needs to improve student understanding of Force, Motion & Energy and Earth/Space topics.

Root Cause 3: Due to COVID restrictions, many activities that were previously taught in a hands on lesson were not utilized last school year. Additionally, the amount of time and time of day for science can be impacted by other student needs.

Problem Statement 3 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Goals

Revised/Approved: September 16, 2021

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 2022.

Performance Objective 1: HB3 - The percent of Hedgcoxe 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 73% in 2019 to 77% by June 2022. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 53% in 2022. The Hispanic student group performance will increase from 64% in 2019 to 72% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 ELAR STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Reading teachers will utilize mClass data, Reading Records and NWEA MAP testing data (RIT bands) to target and individualize students needed skill support and to enrich and accelerate instruction during PAW time and small group instruction. **Strategy's Expected Result/Impact:** Data will be reviewed and analyzed as part of the Collaborative Teams discussion and drive the need for Student Support Team Interventions as evidenced of assessment data and interventions in Edugence and through administrator walk-through. Reading teachers will utilize Pathblazer (technology resource) resource to teach skill specific literacy lessons for students with AIP/ALC plans in order to address comprehension development as measured by Pathblazer reports. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist) **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%	60%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Encourage reading across all content areas to increase reading fluency and academic vocabulary. All teachers will be learning more language rich strategies to develop vocabulary and improve reading and writing. (Text: Seven Strategies to a Language Rich Interactive Classroom) **Strategy's Expected Result/Impact:** By using a variety of texts in guided reading and other small group time that address science and social studies content, students will continually be exposed to new academic vocabulary as measured through administrator walkthroughs. **Staff Responsible for Monitoring:** Classroom teachers, ESL specialist, MTSS Leadership Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education - 199 Bilingual/ESL/ELL - $456	30%	40%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide an extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1. **Strategy's Expected Result/Impact:** By allowing teachers and teams dedicated time to analyze data and make instructional adjustments based on the data, student performance will improve as evidenced by administrative and instructional agendas and walkthroughs. Utilize adult temps for accelerated instruction based on HB4545. Funding: ESSER funds $3850 Funding: Comp Ed funds $1410 **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	15%	35%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: READING Problem Statement: Hedgcoxe Elementary students need to improve reading in all content areas by increasing vocabulary development and comprehension skills. **Root Cause**: The need is present for more targeted interventions to promote student growth with vocabulary development and comprehension skills. Increased collaboration with all teachers to provide and reinforce those targeted interventions.

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 2022.

Performance Objective 2: The percent of Hedgcoxe students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 73% in 2019 to 77% by June 2022. The Economically Disadvantaged student group performance will increase from 56% in 2019 to 65% in 2022. The Hispanic student group performance will increase from 63% in 2019 to 71% in 2022.

Evaluation Data Sources: 2021-22 ELAR STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Reading teachers will utilize mClass data, Reading Records and NWEA MAP testing data (RIT bands) to target and individualize students needed skill support and to enrich and accelerate instruction during PAW time and small group instruction. **Strategy's Expected Result/Impact:** Data will be reviewed and analyzed as part of the Collaborative Teams discussion and drive the need for Student Support Team Interventions as evidenced of assessment data and interventions in Edugence and through administrator walk-through. Reading teachers will utilize Pathblazer (technology resource) resource to teach skill specific literacy lessons for students with AIP/ALC plans in order to address comprehension development as measured by Pathblazer reports. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist) **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	30%	60%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Encourage reading across all content areas to increase reading fluency and academic vocabulary. All teachers will be learning more language rich strategies to develop vocabulary and improve reading and writing. (Text: Seven Strategies to a Language Rich Interactive Classroom) **Strategy's Expected Result/Impact:** By using a variety of texts in guided reading and other small group time that address science and social studies content, students will continually be exposed to new academic vocabulary as measured through administrator walkthroughs. **Staff Responsible for Monitoring:** Classroom teachers, ESL specialist, MTSS Leadership Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education - 199 Bilingual/ESL/ELL - $456	15%	40%	95%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide an extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1. **Strategy's Expected Result/Impact:** By allowing teachers and teams dedicated time to analyze data and make instructional adjustments based on the data, student performance will improve as evidenced by administrative and instructional agendas and walkthroughs. Utilize adult temps for accelerated instruction based on HB4545. Funding: ESSER funds $3850 Funding: Comp Ed funds $1410 **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 282 ESSER III	10%	35%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: READING Problem Statement: Hedgcoxe Elementary students need to improve reading in all content areas by increasing vocabulary development and comprehension skills. **Root Cause**: The need is present for more targeted interventions to promote student growth with vocabulary development and comprehension skills. Increased collaboration with all teachers to provide and reinforce those targeted interventions.

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 2022.

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 79% by June 2022. The Economically Disadvantaged student group performance will increase from 67% in 2019 to 74% in 2022. The English Learners student group performance will increase from 77% in 2019 to 81% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Math teachers will utilize NWEA MAP testing data (RIT bands) and Dreambox lessons to target and individualize students needed skill support and to enrich and accelerate instruction during PAW time and small group instruction. **Strategy's Expected Result/Impact:** Data will be reviewed and analyzed as part of the Collaborative Teams discussion and drive the need for Student Support Team Interventions as evidenced of assessment data and interventions in Edugence and collaborative planning discussions. Math teachers will utilize Dreambox (technology resource) resource to teach skill specific math lessons for students with AIP/ALC plans in order to address comprehension development as measured by Dreambox reports. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Administrators, IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	15%	60%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide teachers with a vocabulary list from PISD curriculum to reinforce vocabulary understanding and explicit instruction on those words. Specifically, for our ELL, SPED, and other students identified, create a picture/visual vocabulary list. **Strategy's Expected Result/Impact:** In order to be more consistent schoolwide with vocabulary and terms relevant to math, the teams will utilize a common vocabulary list and teach appropriate vocabulary as it appears in their curriculum as measured by collaborative planning and discussions. **Staff Responsible for Monitoring:** Classroom teachers and MTSS Leadership (Administrators and IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 2	20%	50%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1. **Strategy's Expected Result/Impact:** By allowing teachers and teams dedicated time to analyze data and make instructional adjustments based on the data, student performance will improve as evidenced by administrative and instructional agendas and walkthroughs. Utilize adult temps for accelerated instruction based on HB4545. Funding: ESSER funds $3850 Funding: Comp Ed funds $1410 **Staff Responsible for Monitoring:** Classroom teachers, MTSS Leadership Team (Administrators and IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 2	10%	55%	80%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: MATH Problem Statement: Hedgcoxe Elementary needs to improve use of math strategies in the areas of problem solving and vocabulary development. **Root Cause**: Vocabulary is interchangeable and students understand one word, but not another used in a different grade level. Students need to understand problem solving and vocabulary independent in order to create a plan to solve a problem on an assessment.

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 2022.

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 75% by June 2022. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 65% in 2022. The Hispanic student group performance will increase from 70% in 2019 to 77% in 2022.

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Math teachers will utilize NWEA MAP testing data (RIT bands) and Dreambox lessons to target and individualize students needed skill support and to enrich and accelerate instruction during PAW time and small group instruction. **Strategy's Expected Result/Impact:** Data will be reviewed and analyzed as part of the Collaborative Teams discussion and drive the need for Student Support Team Interventions as evidenced of assessment data and interventions in Edugence and through administrator walk-through. Math teachers will utilize Dreambox (technology resource) resource to teach skill specific math lessons for students with AIP/ALC plans in order to address comprehension development as measured by Dreambox reports. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Leadership Team (Administrators, IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	30%	50%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide teachers with a vocabulary list from PISD curriculum to reinforce vocabulary understanding and explicit instruction on those words. Specifically, for our ELL, SPED, and other students identified, create a picture/visual vocabulary list. **Strategy's Expected Result/Impact:** In order to be more consistent schoolwide with vocabulary and terms relevant to math, the teams will utilize a common vocabulary list and teach appropriate vocabulary as it appears in their curriculum as measured by campus walkthroughs. **Staff Responsible for Monitoring:** Classroom teachers and MTSS Leadership (Administrators and IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 2	15%	60%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1. **Strategy's Expected Result/Impact:** By allowing teachers and teams dedicated time to analyze data and make instructional adjustments based on the data, student performance will improve as evidenced by administrative and instructional agendas and walkthroughs. Utilize adult temps for accelerated instruction based on HB4545. Funding: ESSER funds $3850 Funding: Comp Ed funds $1410 **Staff Responsible for Monitoring:** Classroom teachers, MTSS Leadership Team (Administrators and IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 2	10%	30%	90%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

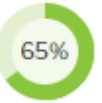
Student Learning
Problem Statement 2: MATH Problem Statement: Hedgcoxe Elementary needs to improve use of math strategies in the areas of problem solving and vocabulary development. **Root Cause**: Vocabulary is interchangeable and students understand one word, but not another used in a different grade level. Students need to understand problem solving and vocabulary independent in order to create a plan to solve a problem on an assessment.

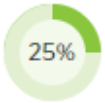
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

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 76% by June 2022. The Economically Disadvantaged student group performance will increase from 65% in 2019 to 72% in 2022. The English Learner student group performance will increase from 50X% in 2019 to 53% in 2021.

Evaluation Data Sources: 2021-22 Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Science teachers will utilize NWEA MAP testing data (RIT bands) to target and individualize students needed skill support and to enrich and accelerate instruction during PAW time and small group instruction. **Strategy's Expected Result/Impact:** By targeting needed skills, teachers can use that data to plan lessons on topics that students are struggling with in science as evidenced of in their lesson plans. **Staff Responsible for Monitoring:** Classroom teachers, MTSS Leadership (Administrators, IS) **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide students more opportunities to participate in hands on, interactive activities to better understand science concepts. In grades 3-5, specifically when teaching Earth/Space concepts and Force, Motion, and Energy topics. In grades K-2, using Innovation and Inquiry hands on lessons to support scientific thinking. **Strategy's Expected Result/Impact:** By tracking the amount of hands-on activities that are being provided with different science topics, we can develop better science thinking and expression as measured by a campus Google Survey. **Staff Responsible for Monitoring:** Classroom teachers, MTSS Leadership Team (Administrators, IS) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 3			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: SCIENCE Problem Statement: Hedgcoxe Elementary needs to improve student understanding of Force, Motion & Energy and Earth/Space topics. **Root Cause**: Due to COVID restrictions, many activities that were previously taught in a hands on lesson were not utilized last school year. Additionally, the amount of time and time of day for science can be impacted by other student needs.

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,410.00
				+/- Difference	$1,410.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education		$456.00
1	2	2	ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education		$456.00
				Sub-Total	$912.00
				Budgeted Fund Source Amount	$456.00
				+/- Difference	-$456.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,850.00
				+/- Difference	$3,850.00
				Grand Total Budgeted	$5,716.00
				Grand Total Spent	$912.00
				+/- Difference	$4,804.00

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
2019 # of Students	5	14	31		6			8	9		13	52	8	60
2019	80	64	74		83			75	44		69	77	50	73
2020	82	66	74		83			76	46		71	77	51	74
2021	84	69	75		84			78	49		73	78	53	75
2022	87	72	76		85			80	53		75	79	55	77
2023	91	77	77		86			82	58		79	80	58	79
2024	96	82	78		87			85	64		83	81	62	81

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	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
2019 # of Students	5	14	31		6			8	9		13	52	8	60
2019	60	79	77		100			75	67		77	79	63	77
2020	62	81	77		100			76	69		78	79	64	78
2021	64	83	78		100			78	71		79	80	65	78
2022	67	86	78		100			80	74		81	80	67	79
2023	71	90	79		100			82	78		83	81	69	81
2024	76	95	80		100			85	83		86	82	72	82

District Goals for Grade 3 STAAR

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

Hedgcoxe - 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

Hedgcoxe - 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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 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. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		