

# Plano Independent School District

## Hickey Elementary

2021-2022



**Board Approval Date:** November 3, 2021

# 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

Revised/Approved: September 14, 2021

## 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.

# 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:** In grades K-5 math and reading MAP scores demonstrated that economically disadvantaged students did not grow as much as non 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:** 2nd and 3rd grade students underperformed on math MAP when compared to the district. **Root Cause:** During COVID 19 teachers were unable to use manipulatives (not virtual) when teaching students those skills were manipulatives help solidify the learning.

**Problem Statement 3:** MAP scores demonstrated student in Quintile 1 and 2 did not grow at the same rate as students in Quintiles 3-5. **Root Cause:** Teachers do not have the training or resources to address critical question 4 for those students in Quintile 1 and 2.

# 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.

# 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.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: September 14, 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 2020 to 2022.







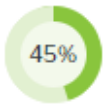



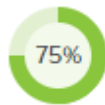

**Performance Objective 1:** HB3 - The percent of Hickey 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% in 2021 to 55% by June 2022. The Economically Disadvantaged student group performance will increase from 29% in 2021 to 33% in 2022. The Hispanic student group performance will increase from 32% in 2021 to 35% in 2022.

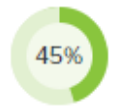






## HB3 Goal

**Evaluation Data Sources:** 2021-22 Reading STAAR

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet collaboratively and use the PISD instructional model tool 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 and increased use of instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leader, Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> 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>Schoolwide and Targeted Assistance Title I 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 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teams will meet to vertically align content as well as analyze data to better identify student needs in all subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps/unfinished learning from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives, Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> 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>Schoolwide and Targeted Assistance Title I 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 5 Details	Formative Reviews		
<p><b>Strategy 5:</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>Schoolwide and Targeted Assistance Title I 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> Utilize adult temps, substitutes and teacher aides for accelerated instruction. 5 groups of 10 students will each meet for 30 hours of accelerated instruction for a total of 150 hours.</p> <p>2 adult temps will be compensated \$20 per hour = \$1200.00 total</p> <p>1 Substitute will be compensated \$28 per hour = \$840.00 total</p> <p>2 Teacher Aides will be compensated \$28 per hour = \$1680.00 total</p> <p>\$3720.00 to fund accelerated instruction structured this way.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Adult Temp - 199 State Comp Ed - \$1,140, Adult Temps, substitutes, and teacher aides - 211 Title I, Part A - \$2,580</p>	<b>Formative</b>		
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Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Acquired knowledge to enhance instructional program</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			




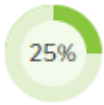





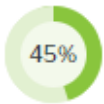
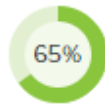





**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

**Performance Objective 2:** The percent of Hickey students that score Meets grade level or above on STAAR Reading 3-5 will increase from 59% in 2021 to 61% by June 2022. The Economically Disadvantaged student group performance will increase from 35% in 2021 to 39% by June 2022. The Hispanic student group performance will increase from 42% in 2021 to 45% by June 2022.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet collaboratively and use the PISD instructional model tool 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 and increased use of instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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 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> 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>Schoolwide and Targeted Assistance Title I 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 4 Details	Formative Reviews		
<p><b>Strategy 4:</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>Schoolwide and Targeted Assistance Title I 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 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize adult temps, substitutes and teacher aides for accelerated instruction. 5 groups of 10 students will each meet for 30 hours of accelerated instruction for a total of 150 hours.</p> <p>2 adult temps will be compensated \$20 per hour = \$1200.00 total</p> <p>1 Substitute will be compensated \$28 per hour = \$840.00 total</p> <p>2 Teacher Aides will be compensated \$28 per hour = \$1680.00 total</p> <p>\$3720.00 to fund accelerated instruction structured this way.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at he Approaches level or above on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Adult Temps - 199 State Comp Ed - \$1,140, Adult Temps, Substitutes, and Teacher Aides - 211 Title I, Part A - \$2,580</p>	<b>Formative</b>		
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Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Acquired knowledge to enhance instructional program</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
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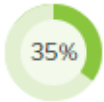
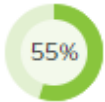




**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Hickey 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% in 2021 to 61% by June 2022. The Economically Disadvantaged student group performance will increase from 38% in 2021 to 41% in 2022. The Hispanic student group performance will increase from 41% in 2021 to 44% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2020-21 Math 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 class.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders, Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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 2 Details	Formative Reviews		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teams will meet to vertically align content as well as analyze data to better identify student needs in all subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps/unfinished learning from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Representatives, Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> 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>Schoolwide and Targeted Assistance Title I 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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	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Acquired knowledge to enhance instructional program</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
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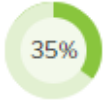

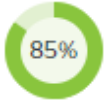





**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 2:** The percent of Hickey students that score Meets grade level or above on STAAR Math 3-5 will increase from 62% in 2021 to 63% by June 2022. The Economically Disadvantaged student group performance will increase from 41% in 2021 to 44% in 2022. The Hispanic student group performance will increase from 44% in 2021 to 47% in 2022.

**Evaluation Data Sources:** 2020-21 Math 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 Increased progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> Grade level teams will use planning days as well as the PISD instructional model 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 and increased use of instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> Teams will meet to vertically align content as well as analyze data to better identify student needs in all subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps/unfinished learning from previous grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders; Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I 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> 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</p> <p><b>Schoolwide and Targeted Assistance Title I 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 5 Details	Formative Reviews		
<p><b>Strategy 5:</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</p> <p><b>Schoolwide and Targeted Assistance Title I 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> Utilize adult temps, substitutes and teacher aides for accelerated instruction. 5 groups of 10 students will each meet for 30 hours of accelerated instruction for a total of 150 hours.  2 adult temps will be compensated \$20 per hour = \$1200.00 total  1 Substitute will be compensated \$28 per hour = \$840.00 total  2 Teacher Aides will be compensated \$28 per hour = \$1680.00 total  \$3720.00 to fund accelerated instruction structured this way.  <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the Approaches level or above on STAAR.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Adult Temps - 199 State Comp Ed - \$1,140, Adult Temps, Substitutes and Teacher Aides - 211 Title I, Part A - \$2,580</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals.  <b>Strategy's Expected Result/Impact:</b> Acquired knowledge to enhance instructional program  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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 2022.

**Performance Objective 1:** The percent of Hickey students that score Meets grade level or above on STAAR Science 5 will increase from 46% in 2021 to 47% by June 2022. The Economically Disadvantaged student group performance will increase from 12% in 2021 to 15% in 2022. The Hispanic student group performance will increase from 30% in 2021 to 32% in 2022.

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

**Summative Evaluation:** Exceeded 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>Schoolwide and Targeted Assistance Title I 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> Grade level teams will meet collaboratively and use the PISD instructional model tool 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 and increased use of instructional strategies.</p> <p><b>Schoolwide and Targeted Assistance Title I 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> Teams will meet to vertically align content as well as analyze data to better identify student needs in all subgroups.</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/unfinished learning from previous grade levels.</p> <p><b>Schoolwide and Targeted Assistance Title I 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		
<b>Strategy 4:</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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize adult temps, substitutes and teacher aides for accelerated instruction. 5 groups of 10 students will each meet for 30 hours of accelerated instruction for a total of 150 hours. 2 adult temps will be compensated \$20 per hour = \$1200.00 total 1 Substitute will be compensated \$28 per hour = \$840.00 total 2 Teacher Aides will be compensated \$28 per hour = \$1680.00 total \$3720.00 to fund accelerated instruction structured this way. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the Approaches level or above on STAAR. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Adult Temps - 199 State Comp Ed - \$1,140, Adult Temps, Substitutes and Teacher Aides - 211 Title I, Part A - \$2,580	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals. <b>Strategy's Expected Result/Impact:</b> Acquired knowledge to enhance instructional program <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

# 2021-2022 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dina Rowe	Principal
Administrator	Melinda Hoover	Assistant Principal
Non-classroom Professional	Michelle Allen	Counselor
Business Representative	Mike King	Business Representative
Parent	Melinda Marshall	Parent
District-level Professional	Delmy Ewing	Multilingual Specialist
Classroom Teacher	Adalixa Gomez	4th Grade Bilingual Teacher
Classroom Teacher	Kerri Blaisure	4th Grade Teacher
Paraprofessional	Barrett Bishop	CTA
Non-classroom Professional	Brittany Jouvenat	Instructional Specialist
Parent	James Jouvenat	Parent
Classroom Teacher	Florencia Coane	3rd Grade Teacher
Classroom Teacher	Page Rogers	Title 1 Teacher
Classroom Teacher	Meghan Bauer	Special Education Teacher
Community Representative	Wes Rogers	Community Member
Parent	Brain Moeschler	Parent
Parent	Val Jones	Parent
Community Representative	Jean Jones	Community Member
Parent	Dayna Nehls	Grandparent
Parent	Aviline Gonzalez	Parent
Business Representative	Daryll Jones	Business Representative

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Adult Temp		\$1,140.00
1	2	6	Adult Temps		\$1,140.00
2	1	6	Adult Temps		\$1,140.00
2	2	6	Adult Temps		\$1,140.00
3	1	6	Adult Temps		\$1,140.00
<b>Sub-Total</b>					\$5,700.00
<b>Budgeted Fund Source Amount</b>					\$5,580.00
<b>+/- Difference</b>					-\$120.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,290.00
<b>+/- Difference</b>					\$1,290.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Adult Temps, substitutes, and teacher aides		\$2,580.00
1	2	6	Adult Temps, Substitutes, and Teacher Aides		\$2,580.00
2	1	6	Adult Temps, Substitutes, and Teacher Aides	2580	\$0.00
2	2	6	Adult Temps, Substitutes and Teacher Aides		\$2,580.00
3	1	6	Adult Temps, Substitutes and Teacher Aides		\$2,580.00
<b>Sub-Total</b>					\$10,320.00
<b>Budgeted Fund Source Amount</b>					\$113,410.00
<b>+/- Difference</b>					\$103,090.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$7,100.00
				<b>+/- Difference</b>	\$7,100.00
				<b>Grand Total Budgeted</b>	\$127,380.00
				<b>Grand Total Spent</b>	\$16,020.00
				<b>+/- Difference</b>	\$111,360.00

# 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%	50%	52%	54%	56%
2019 Baseline: 48%				

### 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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