

# **Plano Independent School District**

## **Hendrick Middle School**

**2022-2023**

**Board Approval Date:** September 20, 2022

# Mission Statement

Our mission is to provide a caring and supportive learning environment preparing students to be responsible citizens able to meet the opportunities and challenges of the future with confidence and integrity.

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# Comprehensive Needs Assessment

Revised/Approved: August 3, 2022

## Student Learning

### Student Learning Summary

Hendrick Middle 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 2027 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.

### Student Learning Strengths

About 50% of students performed at Meets and above on 7th and 8th grade STAAR Reading and the Algebra I EOC in 2022.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 6th grade math had 47% of students with limited progress on the 2022 STAAR and 93% of projected growth met on Fall to Spring MAP (Quintile 1: 91%, Quintile 2: 89%) **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

**Problem Statement 2:** 7th grade math had 51% of students with limited progress on the 2022 STAAR and 91% of projected growth met on Fall to Spring MAP (Quintile 3: 94%, Quintile 4: 80%, Quintile 5: 83%)

**Problem Statement 3:** 8th grade math had 35% of students with limited progress on the 2022 STAAR and 69% of projected growth met on Fall to Spring MAP (all quintiles below targets)

**Problem Statement 4:** 6th grade reading had 40% of students with limited progress on the 2022 STAAR and 79% of projected growth met on Fall to Spring MAP (all quintiles below targets)

**Problem Statement 5:** 7th Grade STAAR Math results had 40% of students performing at Approaches and above, 9% at Meets and above, and 2% at Masters.

**Problem Statement 6:** 8th Grade STAAR Math which included 7th grade honors students had 77% of students performing at Approaches and above, 39% at Meets and above, and 14% at Masters.

**Problem Statement 7:** 7th Grade STAAR Reading results had 77% of students performing at Approaches and above, 55% at Meets and above, and 40% at Masters.

**Problem Statement 8:** 8th Grade STAAR Science had 74% of students performing at Approaches and above, 38% at Meets and above, and 16% at Masters.

# Priority Problem Statements

**Problem Statement 1:** As the community evolves and continues to change, developing student relationships and staff collaboration needs to be monitored and refined.

**Root Cause 1:** Perceptions of the campus are positive however, student needs continue to shift each year.

**Problem Statement 1 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation



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






# Goals

**Goal 1:** DIP - Plano ISD will increase student learning in Reading as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

**Performance Objective 1:** The percent of Hendrick students that score Meets grade level or above on STAAR Reading 6-8 will increase from 57% in 2022 to 58% by June 2023. The African American student group performance will increase from 31% in 2022 to 33% in 2023. The Asian student group performance will increase from 73% in 2022 to 74% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The English department will plan and deliver lessons that align with the district curriculum using the Collaborative Team Framework. These lessons will create learning experiences that meet the needs of students, actively engage them in learning and demonstrate academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and engagement by planning and implementing instruction that motivates students to actively participate in learning .</p> <p><b>Staff Responsible for Monitoring:</b> English Department Title I Campus Coach District Curriculum Specialist Administrative Team</p> <p><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> The English Department will utilize Edgenuity, MAP data, and STAAR Reading data to target and individualize student's academic support plans to enrich and demonstrate growth in their learning towards academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Reading</p> <p><b>Staff Responsible for Monitoring:</b> English Department Title I Campus Coach Student Support Specialist Administrative Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Title 1 Funding for Instructional Resources (student materials, electronic and website resources, electronic and website resources, extra duty pay for teachers, and conferences) to provide targeted instructional support in an effort to close the achievement gap based on progress monitoring from MAP, standards-based assessment, and classroom performance on assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> English Department            Title I Campus Instructional Coach            Student Support Specialist            Academic Support Specialist            Administrative Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 2:** DIP - Plano ISD will increase student learning in Math as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

**Performance Objective 1:** The percent of Hendrick students that score Meets grade level or above on STAAR Math 6-8 will increase from 43% in 2022 to 44% by June 2023. The African American student group performance will increase from 17% in 2022 to 20% in 2023. The Asian student group performance will increase from 64% in 2022 to 65% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Math department will plan and deliver lessons that align with the district curriculum using the Collaborative Team Framework. These lessons will create learning experiences that meet the needs of students, actively engage them in learning and demonstrate academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and engagement by planning and implementing instruction that motivates students to actively participate in learning .</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Title I Campus Coach District Curriculum Specialist Administrative Team</p> <p><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> The Math Department will utilize Edgenuity, MAP data, and STAAR Math data to target and individualize student's academic support plans to enrich and demonstrate growth in their learning towards academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Math</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Title I Campus Coach Student Support Specialist Administrative Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Title 1 Funding for Instructional Resources (student materials, electronic and website resources, extra duty pay for teachers, and conference) to provide targeted instructional support in an effort to close the achievement gap based on progress monitoring from MAP, standards-based assessment, and classroom performance on assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Math.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department            Title I Campus Instructional Coach            Student Support Specialist            Academic Support Specialist            Administrative Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 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 2022 to 2023.

**Performance Objective 1:** The percent of Hendrick students that score Meets grade level or above on STAAR Science 8 will increase from 38% in 2022 to 39% by June 2023. The Special Education student group performance will increase from 24% in 2022 to 27% in 2023. The African American student group performance will increase from 16% in 2022 to 18% in 2023.

**Evaluation Data Sources:** 2023 STAAR Science



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Science department will plan and deliver lessons that align with the district curriculum using the Collaborative Team Framework. These lessons will create learning experiences that meet the needs of students, actively engage them in learning and demonstrate academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and engagement by planning and implementing instruction that motivates students to actively participate in learning .</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Title I Campus Coach District Curriculum Specialist Administrative Team</p> <p><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> The Science Department will utilize Edgenuity, MAP data, and STAAR Science data to target and individualize student's academic support plans to enrich and demonstrate growth in their learning towards academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Science</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Title I Campus Coach Student Support Specialist Administrative Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Title 1 Funding for Instructional Resources (student materials, electronic and website resources, extra duty pay for teachers, and conference) to provide targeted instructional support in an effort to close the achievement gap based on progress monitoring from MAP, standards-based assessment, and classroom performance on assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR Science.</p> <p><b>Staff Responsible for Monitoring:</b> Science Department            Title I Campus Instructional Coach            Student Support Specialist            Academic Support Specialist            Administrative Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2022 to 2023.

**Performance Objective 1:** The percent of Hendrick students that score Meets grade level or above on STAAR Social Studies 8 will increase from 22% in 2022 to 23% by June 2023. The Special Education student group performance will increase from 4% in 2022 to 7% in 2023. The African American student group will increase from 7% in 2022 to 9% in 2023.

**Evaluation Data Sources:** 2023 STAAR Social Studies




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The History department will plan and deliver lessons that align with the district curriculum using the Collaborative Team Framework. These lessons will create learning experiences that meet the needs of students, actively engage them in learning and demonstrate academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and engagement by planning and implementing instruction that motivates students to actively participate in learning .</p> <p><b>Staff Responsible for Monitoring:</b> History Department Title I Campus Coach District Curriculum Specialist Administrative Team</p> <p><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> The History Department will utilize Edgenuity, MAP data, and STAAR History data to target and individualize student's academic support plans to enrich and demonstrate growth in their learning towards academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR History</p> <p><b>Staff Responsible for Monitoring:</b> History Department Title I Campus Coach Student Support Specialist Administrative Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Title 1 Funding for Instructional Resources (student materials, electronic and website resources, extra duty pay for teachers, and conferences) to provide targeted instructional support in an effort to close the achievement gap based on progress monitoring from MAP, standards-based assessment, and classroom performance on assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance as demonstrated with MAP results, local/district developed standards - based assessments, and STAAR History.</p> <p><b>Staff Responsible for Monitoring:</b> History Department  Title I Campus Instructional Coach  Student Support Specialist  Academic Support Specialist  Administrative Team</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

**Performance Objective 1:** Strengthen the relationship between students, teachers and parents in the areas of social emotional learning & Positive Behavior Intervention Strategies (PBIS).

**Evaluation Data Sources:** SEL Survey  
 HRS Survey  
 Training Sign-In Sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Training on the use of Positive Behavior Intervention Strategies (PBIS) and Social Emotional Learning (SEL) strategies for campus staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive relationships on campus between staff and students and student to student.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team            SEL Campus Facilitator            PBIS/SEL/MTSS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus Book Study help support teachers with SEL and student engagement to motivate and produce effective classroom environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive relationships on campus between staff and students and student to student.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team            SEL Campus Facilitator</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> In collaboration with SEL campus facilitator and the SEL team will develop campus wide SEL strategies and weekly SEL lessons that address social emotional learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social/emotional capacity in staff and students as well as a safe and collaborative campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for our families to engage on campus to build a sense of community and belonging.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote diversity and family involvement on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Counseling Team CIS Site Coordinator</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



# 2022-2023 SBIC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lisa Long	Principal
Administrator	Adrienne Hunter	Assistant Principal
Administrator	Mark Wilczynski	Assistant Principal
Non-classroom Professional	Sally Villani	Counselor
Non-classroom Professional	Jayme Lynch	LPAC Facilitator
Paraprofessional	Tommie Briggs	Paraprofessional
Classroom Teacher	Bryan Dixon	Faculty
Classroom Teacher	Catherine Scherr	Faculty
Classroom Teacher	Karen Horne	Faculty
Classroom Teacher	Aruna Malhotra	Faculty
Classroom Teacher	Laurie Holladay	Faculty
Classroom Teacher	Olivia Carter	Faculty
Parent	Shika Hershel	Parent
Parent	Anthony Orchard	Parent
Parent	Jimese Liggins	Parent
Parent	Eric Wallace	Parent
Parent	Anita Hamilton	Parent
Parent	Laura Adair	Parent
Community Representative	Rick Horne	Community Member
Community Representative	Mike Berridge	Community Member
Business Representative	Willie Reeves	PACCAR - PacLease
Business Representative	Tom Villani	Raytheon

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,290.00
<b>+/- Difference</b>					\$2,290.00
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>					\$330.00
<b>+/- Difference</b>					\$330.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	3			\$0.00
3	1	3			\$0.00
4	1	3			\$0.00
5	1	2			\$0.00
5	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$144,300.00
<b>+/- Difference</b>					\$144,300.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$17,655.00
<b>+/- Difference</b>					\$17,655.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Budgeted</b>	\$164,575.00
				<b>Grand Total Spent</b>	\$0.00
				<b>+/- Difference</b>	\$164,575.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	36	39	89	2	21	0	29	66	10	27	142	50	192
<b>2022</b>	31	59	62	50	52		17	41	50	52	58	44	54
<b>2023</b>	33	61	63	51	53		20	43	51	54	59	45	55
<b>2024</b>	35	63	63	52	53		23	45	51	56	59	47	55
<b>2025</b>	37	65	64	53	54		27	47	52	59	60	49	56
<b>2026</b>	41	69	66	54	56		33	51	54	63	62	52	58
<b>2027</b>	45	73	67	56	57		40	55	55	68	63	55	59

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	55	31	73	0	24	0	44	78	11	19	135	67	202
<b>2022</b>	33	68	66		75		27	40	55	47	62	45	56
<b>2023</b>	35	70	67		76		30	42	56	49	63	46	57
<b>2024</b>	37	72	67		76		33	44	56	51	63	48	57
<b>2025</b>	39	74	68		77		37	46	57	54	64	50	58
<b>2026</b>	43	78	70		79		43	50	59	58	66	53	60
<b>2027</b>	47	82	71		80		50	54	60	63	67	56	61

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	61	49	76	0	25	0	25	75	11	17	157	67	224
<b>2022</b>	30	49	76		88		16	36	64	35	64	48	59
<b>2023</b>	32	51	77		89		19	38	65	37	65	49	60
<b>2024</b>	34	53	77		89		22	40	65	39	65	51	60
<b>2025</b>	36	55	78		90		26	42	66	42	66	53	61
<b>2026</b>	40	59	80		92		32	46	68	46	68	56	63
<b>2027</b>	44	63	81		93		39	50	69	51	69	59	64

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	152	119	238	2	70	0	98	219	32	63	434	184	618
<b>2022</b>	31	57	68	50	73		21	39	56	46	62	46	57
<b>2023</b>	33	59	69	51	74		24	41	57	48	63	47	58
<b>2024</b>	35	61	69	52	74		27	43	57	50	63	49	58
<b>2025</b>	37	63	70	53	75		31	45	58	53	64	51	59
<b>2026</b>	41	67	72	54	77		37	49	60	57	66	54	61
<b>2027</b>	45	71	73	56	78		44	53	61	62	67	57	62



# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	36	38	89	2	21	0	29	66	10	27	141	50	191
<b>2022</b>	25	50	55	100	52		28	38	50	41	52	38	48
<b>2023</b>	28	52	56	100	53		31	40	51	43	53	40	49
<b>2024</b>	31	55	58	100	55		34	43	53	45	55	42	51
<b>2025</b>	34	59	60	100	57		38	47	55	48	57	45	53
<b>2026</b>	40	63	62	100	59		43	51	57	52	59	49	55
<b>2027</b>	46	69	65	100	62		50	57	60	57	62	54	58

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	46	18	35	0	14	0	39	61	8	16	74	53	127
<b>2022</b>	2	11	23		43		18	8	12	19	15	11	13
<b>2023</b>	5	13	24		44		21	10	13	21	16	13	14
<b>2024</b>	8	16	26		46		24	13	15	23	18	15	16
<b>2025</b>	11	20	28		48		28	17	17	26	20	18	18
<b>2026</b>	17	24	30		50		33	21	19	30	22	22	20
<b>2027</b>	23	30	33		53		40	27	22	35	25	27	23

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	70	62	115	0	34	0	30	91	14	20	218	81	299
<b>2022</b>	23	42	67		79		23	31	43	25	57	41	53
<b>2023</b>	26	44	68		80		26	33	44	27	58	43	54
<b>2024</b>	29	47	70		82		29	36	46	29	60	45	56
<b>2025</b>	32	51	72		84		33	40	48	32	62	48	58
<b>2026</b>	38	55	74		86		38	44	50	36	64	52	60
<b>2027</b>	44	61	77		89		45	50	53	41	67	57	63

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	152	118	239	2	69	0	98	218	32	63	433	184	617
<b>2022</b>	17	40	56	100	64		22	27	38	30	48	32	43
<b>2023</b>	20	42	57	100	65		25	29	39	32	49	34	44
<b>2024</b>	23	45	59	100	67		28	32	41	34	51	36	46
<b>2025</b>	26	49	61	100	69		32	36	43	37	53	39	48
<b>2026</b>	32	53	63	100	71		37	40	45	41	55	43	50
<b>2027</b>	38	59	66	100	74		44	46	48	46	58	48	53

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Science 8

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	61	49	76	0	25	0	25	75	11	17	157	67	224
<b>2022</b>	16	29	53		72		24	13	27	6	43	27	38
<b>2023</b>	18	31	54		73		27	15	28	8	44	28	39
<b>2024</b>	21	33	54		73		30	17	28	11	44	30	39
<b>2025</b>	24	35	55		74		34	20	29	14	45	32	40
<b>2026</b>	28	39	57		76		39	24	31	18	47	35	42
<b>2027</b>	33	43	58		77		46	28	32	23	48	39	43

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Social Studies 8

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	61	49	76	0	25	0	25	75	11	17	157	67	224
<b>2022</b>	7	20	32		24		4	11	18	0	25	15	22
<b>2023</b>	9	22	33		25		7	13	19	3	26	17	23
<b>2024</b>	12	25	35		27		10	16	21	6	28	19	25
<b>2025</b>	16	29	37		29		14	20	23	9	30	22	27
<b>2026</b>	21	34	39		31		19	25	25	15	32	26	29
<b>2027</b>	27	40	42		34		26	31	28	21	35	30	32

## 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
Principal, 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>		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<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. <a href="#">Campus Wellness Plan</a></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> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>



	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <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, Human Resources	<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, Executive Director for Student and Family Services	<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> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><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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