

Plano Independent School District
Hedgcoxe Elementary
2022-2023



Board Approval Date: September 20, 2022

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 2, 2022

Needs Assessment Overview

Needs Assessment Overview Summary



Hedgcoxe Elementary

Who are we? Who do we serve?

Achievements

2021-2022 - Mrs. Manthey enrolled to become a [National Board Certified Teacher](#); 2022-2023 - Ms. LeWinter enrolled to become a [National Board Certified Teacher](#); Ms. Graham, our principal, was 1 of 5 finalists in Texas for the National Distinguished Principal award in 2011; National Association of Elementary Principals Excellence award for Student Council (2011-2022); National School of Excellence Blue Ribbon school; Texas Successful School award; Chess Club-Previous National Ranking; Gold Performance Acknowledgements for Attendance; Multiple Commended Performance Acknowledgments in reading, writing, math and science; Multiple Exemplary School Ratings; Plano ISD Education Foundation Grants to Educators recipient campus (Sarah Manthey 2017, 2020 & 2021; Karen Berry 2021); Shannon Wallace - District Level Excellence in Teaching Awards (2011); Honorary Current Staff Employee PTA Life Memberships Awarded to Shelley Antoniou, Kristi Graham, Christine Sanchez, Karen Berry, Renee Javornik, Amy Robbins, Kaylee Fortney, Nina Tabanian.

Campus Programs and Events

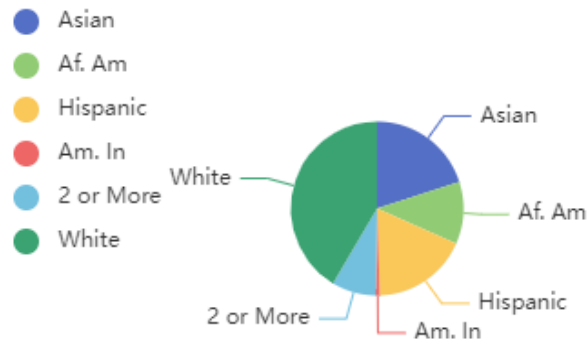
Student Support Team - (Campus Monitoring & Intervention); Special Education; Speech Therapy; Accelerated Instruction in reading and math (Tier 2 and Tier 3); after-school art program; “Cheers and Tears” first day get together; after-school chess program; Green Team; English for Speakers of other Languages (ESL); Plano Academic Creative Education (PACE) for identified gifted and talented students; Special and Gifted Education (SAGE); Student Council; Student Council school store; Reflections Art contest; Safety Patrol; Science Fair; History Fair; tutorials (kindergarten - fifth grade); Collin County Adventure Camp (fifth-grade); Pioneer Day; Multicultural Night; Family Art Night; Experience the Awareness Day; PTA Family Picnic; Talent Show; Field Day; 4th grade Sponsored Memorial Day Parade; Campus-wide Fine Arts Day; Mentoring Program; School-Based Improvement Committee (SBIC); Parent Education workshops; PASAR (after school child care); Read Across America Day, Kindergarten Rodeo; Red Ribbon Week; College Week; Bicycle Rodeo; Book Hounds Book Club (library); 2x2 Readers (library- kindergarten, 1st, & 2nd grades); Bluebonnet Readers (library- 3rd, 4th, and 5th grade); Dad’s Club; Watch Hounds; Hedgcoxe Maker Space (K-5); 4th & 5th Grade Choir; 3rd-5th Spelling Bee; Kindergarten Kickoff for incoming Kindergartners; televised morning announcements; FIRST LEGO League (4th and 5th grade). More information about Hedgcoxe programs and school accountability: [TEA - Hedgcoxe Information](#)

Parent Involvement Opportunities

After-School (art, robotics, and chess program); Reflections Art contest; Special and Gifted Education (SAGE); Collin County Adventure Camp (fifth-grade); Multicultural Night; Family Art Night; Experience the Awareness Day; Family Picnic; Talent Show; Field Day; Fine Arts Day; mentoring program; School-Based Improvement Committee (SBIC); parent education workshops; Kindergarten Rodeo; Yearbook; Apple Day; Pumpkin Math; Red Ribbon Week; Dad's Club; Watch Hounds; YOO Folders; Family Picnic; Fall Festival/ Carnival; Annual PTA Golf Tournament; Chez Snoopy- 3rd grade restaurant; weekly Library volunteers for shelving and circulation; spring and fall Book Fairs; Office and Classroom volunteers; Makerspace donations and maintenance; and classroom parties. (Check Voly for current opportunities: <https://plano.voly.org/index.html>)

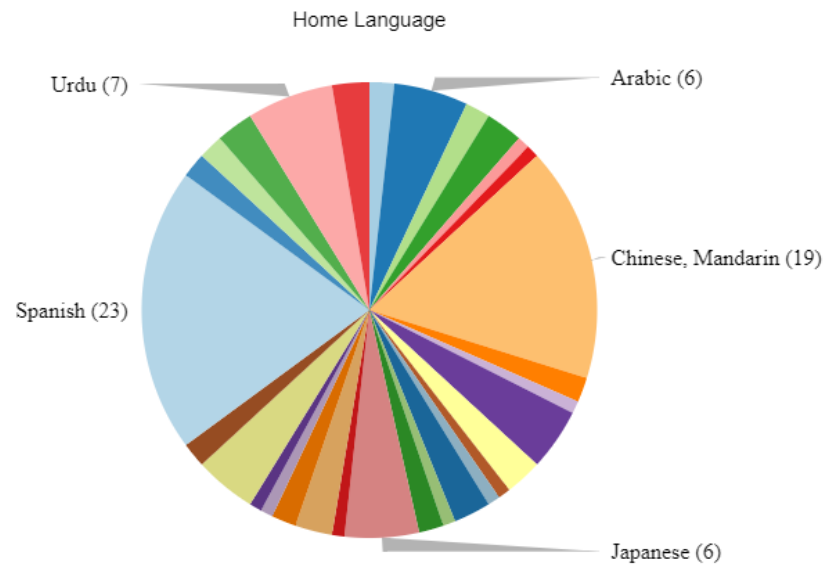
Current Campus Demographics:

Student Ethnicity and Programs



| Ethnicity | | Programs | |
|-------------------|--------|-----------------------------------|--------|
| White | 41.5% | Gifted (PACE) | 9.43% |
| Asian | 20% | ESL/EB (Emergent Bilingual) | 17% |
| African American | 11.56% | Special Education | 15.09% |
| Hispanic | 17.9% | 504 Students | 8% |
| Two or More Races | 8.25% | Economically Disadvantaged | 25% |
| American Indian | .71% | | |
| Total Students | 424 | | |

Languages Spoken at Hedgcoxe Based on Students' Home Language Surveys



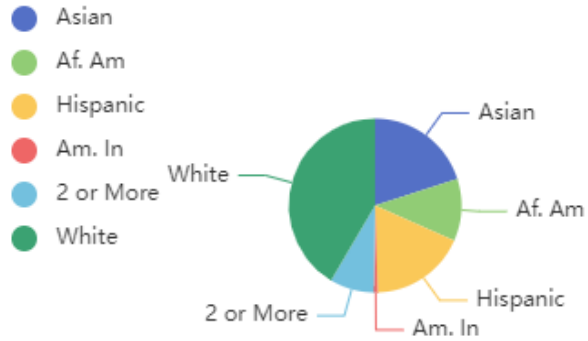
Along with English, other spoken languages include: Burmese, Bengali, Vietnamese, Turkish, Tagalog, Sinhala, Russian, Oriya, Kurdish, Korean, Kannada, Marathi, Hindi, Gujarati, Greek, Hebrew, Farsi, and Cantonese.

Demographics

Demographics Summary

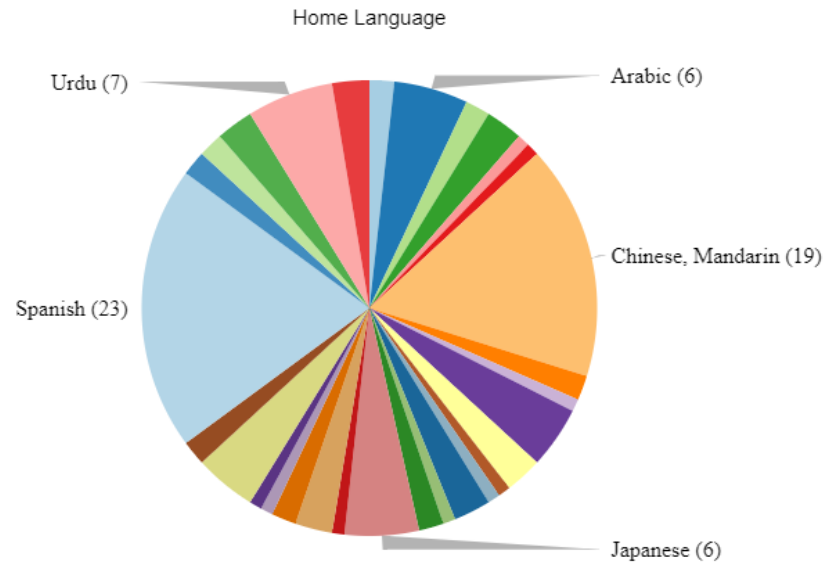
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| Total Students | 424 | | |

Languages Spoken at Hedgcoxe Based on Students' Home Language Surveys



Along with English, other spoken languages include: Burmese, Bengali, Vietnamese, Turkish, Tagalog, Sinhala, Russian, Oriya, Kurdish, Korean, Kannada, Marathi, Hindi, Gujarati, Greek, Hebrew, Farsi, and Cantonese.

Demographics Strengths

Hedcoxe Elementary is a wonderfully diverse community where we value each individual student's ethnicity, language and culture. This year, our PTA is highlighting our diversity through their Multicultural/Diversity Committee, which will include parent and student information about different cultures by month as well as a look into cultural aspects like recipes and cooking ideas. This PTA community will celebrate our Family Multicultural Art Night in March as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: % of Economically Disadvantaged is at 26% -- steadily increasing over the last few years **Root Cause:** Percentage of ED students has steadily increased due to changes in the status of families, pandemic issues, and movement in and out of our community.

Student Learning

Student Learning Summary

2021-2022 STAAR SCORES

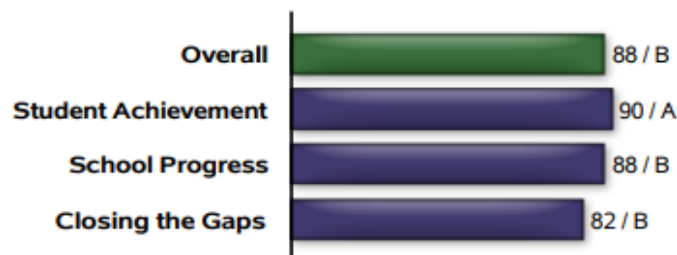
Texas Education Agency
2021-22 Preliminary School Report Card
HEDGCOXE EL (043910125)

Accountability Rating

B

HEDGCOXE EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for HEDGCOXE EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

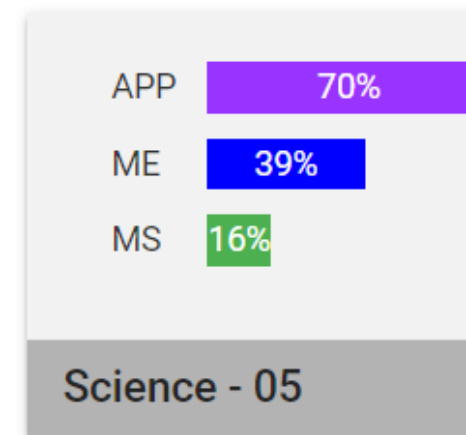
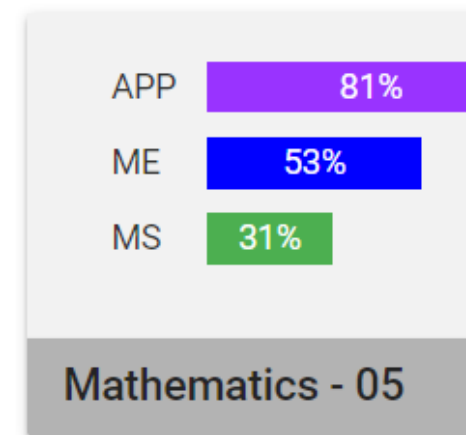
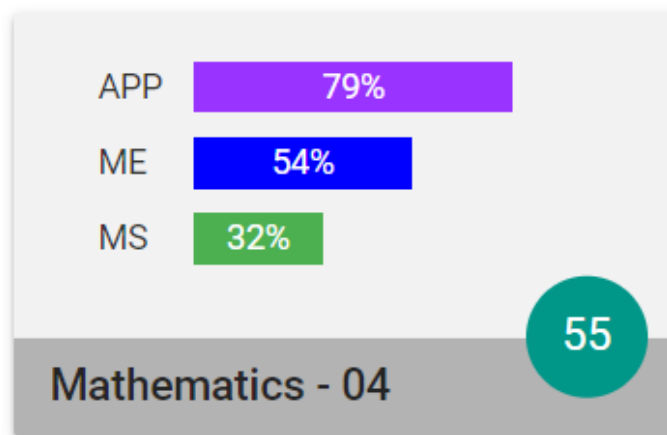
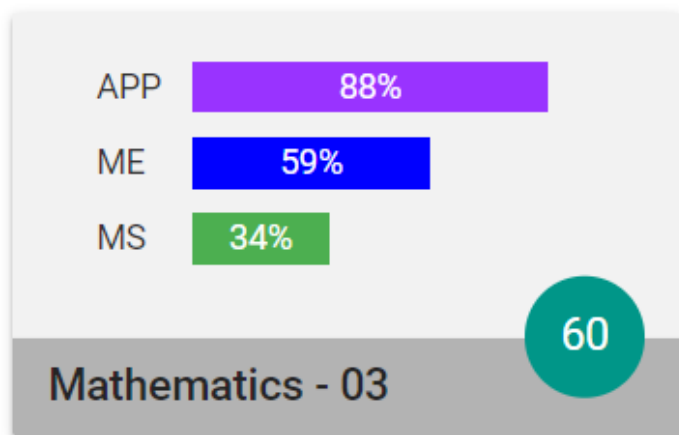
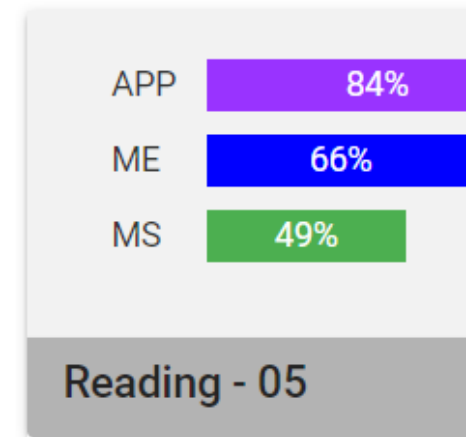
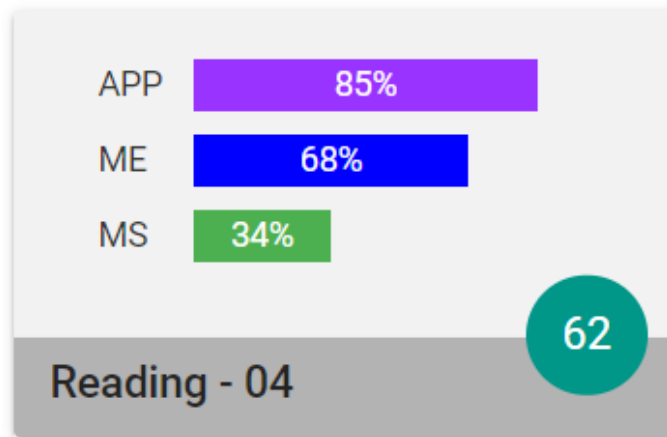
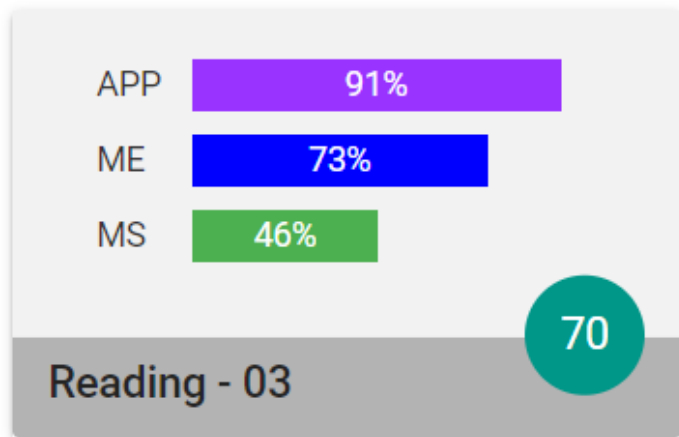
| | |
|-----------------|------------|
| District Name: | PLANO ISD |
| Campus Type: | Elementary |
| Total Students: | 426 |
| Grade Span: | KG - 05 |

For more information about this campus, see: <https://TXSchools.gov>

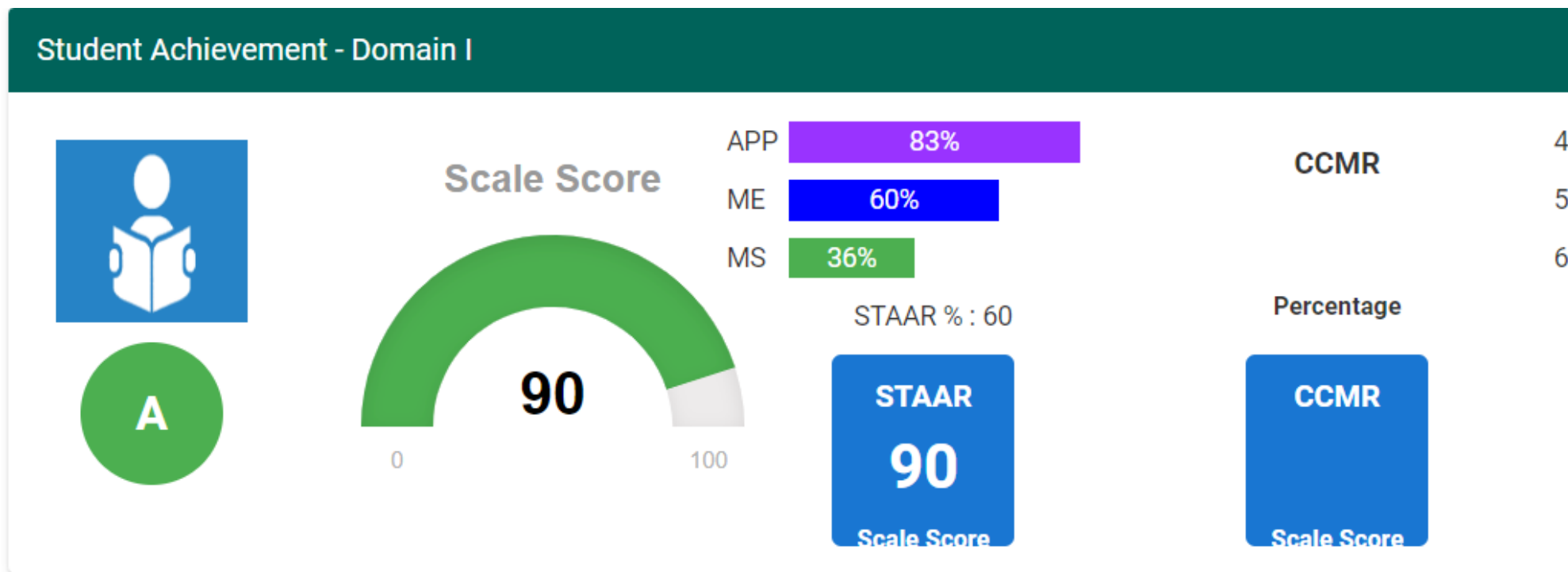
Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

| | |
|--------------------------------|-------------------------------|
| X ELA/Reading | X Mathematics |
| X Science | X Comparative Academic Growth |
| X Comparative Closing the Gaps | X Postsecondary Readiness |



Student Learning Strengths



Our students performed well in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): READING -12% of 3-5th grade students did not meet standard on STAAR Reading. **Root Cause:** Gaps and changes in curriculum, inconsistencies with Guided Reading.

Problem Statement 2 (Prioritized): MATH- 17% of 3-5th grade students did not meet standard on STAAR Math. **Root Cause:** Misunderstandings in how to effectively differentiate math curriculum at a deeper level for high students and concrete level for struggling students.

Problem Statement 3 (Prioritized): SCIENCE - 29% of 5th graders did not meet standard on STAAR Science. **Root Cause:** Lack of understanding for the I&I curriculum for K-2 students, 3rd & 4th science didn't spiral to review concepts learned that year.

School Processes & Programs

School Processes & Programs Summary

Campus Programs and Events

Student Support Team - (Campus Monitoring & Intervention); Special Education; Speech Therapy; Accelerated Instruction in reading and math (Tier 2 and Tier 3); after-school art program; “Cheers and Tears” first day get together; after-school chess program; Green Team; English for Speakers of other Languages (ESL); Plano Academic Creative Education (PACE) for identified gifted and talented students; Special and Gifted Education (SAGE); Student Council; Student Council school store; Reflections Art contest; Safety Patrol; Science Fair; History Fair; tutorials (kindergarten - fifth grade); Collin County Adventure Camp (fifth-grade); Pioneer Day; Multicultural Night; Family Art Night; Experience the Awareness Day; PTA Family Picnic; Talent Show; Field Day; 4th grade Sponsored Memorial Day Parade; Campus-wide Fine Arts Day; Mentoring Program; School-Based Improvement Committee (SBIC); Parent Education workshops; PASAR (after school child care); Read Across America Day, Kindergarten Rodeo; Red Ribbon Week; College Week; Bicycle Rodeo; Book Hounds Book Club (library); 2x2 Readers (library- kindergarten, 1st, & 2nd grades); Bluebonnet Readers (library- 3rd, 4th, and 5th grade); Dad’s Club; Watch Hounds; Hedgcoxe Maker Space (K-5); 4th & 5th Grade Choir; 3rd-5th Spelling Bee; Kindergarten Kickoff for incoming Kindergartners; televised morning announcements; FIRST LEGO League (4th and 5th grade). More information about Hedgcoxe programs and school accountability: [TEA - Hedgcoxe Information](#)

School Processes & Programs Strengths

Our campus has a wide variety of programs to allow students to develop strengths beyond just our core curriculum. From leadership through our student council, to art activities and even learning how to code or play chess. We offer diverse programs to our students and families throughout the year. Girls Who Code was a popular program initiated last year to pique the interest of computer programming with our female students. This year we will be offering a First Lego League for all students to apply to become a member of this competitive team in the realm of robotics. Additionally, our Student Council won the TEPsa leadership award this year again for its focus on developing student leaders in our school.

As far as academic programs and processes, we have a robust MTSS program to help identify needs for all students. MTSS, Multiple Tiered Systems of Support, helps connect students with the services they may need from Special Education referrals to 504 accommodations, to even speech services, our team works hard to match student's needs with the appropriate services. This connection between all of our service areas is a strength of our Hedgcoxe staff and helps move all students to their highest potential.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SST/Kid Talk to referrals (SPED or 504)- clarity needed on TIER 3 goals and documentation **Root Cause:** Due to the recently new structure of MTSS, staff must better understand the needs of our TIER 3 students and how to implement strategies and document their effectiveness.

Perceptions

Perceptions Summary

HRS Level 2 Leading Indicator - March 2022 Summary

Hedgcoxe

The HRS Level 2 Leading Indicator Survey provides essential data to measure progress toward the second Critical Commitment of High Reliability Schools: Effective Teaching in Every Classroom. Results from the March 2022 survey administration is summarized below.

| Leading Indicator | Administrator | | | Teacher/Staff | | | GAP |
|--|---------------|------|------|---------------|------|------|-------|
| | N | Mean | SD | N | Mean | SD | |
| 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school. | 2 | 4.69 | 0.46 | 31 | 4.36 | 0.78 | -0.33 |
| 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. | 2 | 4.90 | 0.30 | 31 | 4.50 | 0.65 | -0.40 |
| 2.3 Predominant instructional practices throughout the school are known and monitored. | 2 | 4.30 | 0.46 | 31 | 4.46 | 0.61 | 0.16 |
| 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. | 2 | 4.00 | 0.00 | 31 | 4.21 | 0.83 | 0.21 |
| 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. | 2 | 3.80 | 0.98 | 31 | 4.31 | 0.84 | 0.51 |
| 2.6 Teachers have opportunities to observe and discuss effective teaching. | 2 | 3.62 | 0.86 | 31 | 4.21 | 0.80 | 0.59 |

Perceptions Strengths

Our Perception strengths and data are driven from our HRS (High Reliability Schools) survey data. Our teachers and administrators were surveyed on the six elements of Level 2 - Highly Effective Teaching Strategies. From this data, both groups noted a strength in the support they are given to enhance their learning and that our instructional practices and expectations are widely known. Our vision is clear and concise as it connects well with our district vision and mission statements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers have opportunities to observe & discuss effective teaching **Root Cause:** Due to the time limitations, and as recent as last year's COVID restrictions, our teachers have felt more disconnected to other teachers and teams for input and collaboration.

Priority Problem Statements

Problem Statement 1: READING -12% of 3-5th grade students did not meet standard on STAAR Reading.

Root Cause 1: Gaps and changes in curriculum, inconsistencies with Guided Reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MATH- 17% of 3-5th grade students did not meet standard on STAAR Math.

Root Cause 2: Misunderstandings in how to effectively differentiate math curriculum at a deeper level for high students and concrete level for struggling students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SCIENCE - 29% of 5th graders did not meet standard on STAAR Science.

Root Cause 3: Lack of understanding for the I&I curriculum for K-2 students, 3rd & 4th science didn't spiral to review concepts learned that year.

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

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals


Revised/Approved: August 29, 2022


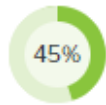




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Hedgcoxe 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 74% in 2022 to 75% by June 2023. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 67% in 2023. The Special Education student group performance will increase from 62% in 2022 to 65% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 ELAR STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Data Driven strategy: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist), ESL Specialists, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 2: Instructional Planning: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction as well as utilize the PISD Instructional Model with specific focus on Providing and Communicating Goals.</p> <p>Strategy's Expected Result/Impact: By using our PLC 4 questions during our PLC planning meetings, teams will document how they are meeting all students needs. PLC Four Questions (based on Marzano research):</p> <ol style="list-style-type: none"> 1. What do we want students to learn (TEKS) -- Utilizing Learning Targets 2. How will students demonstrate their learning (assessment) 3. What will we do if they do not learn the TEKS? 4. What will we do if they already know/show mastery of the TEKS? <p>This will include collaborating between Gen Ed teachers and Support staff to focus on students' area of growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, MTSS Leadership Team, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education - 199 Bilingual/ESL/ELL</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Student support: Provide adult temps or substitutes for additional tutoring as well as for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>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. Academic mentors will be matched to student's with literacy needs (who are not receiving other services)</p> <p>Utilize adult temps & substitutes for accelerated instruction based on HB4545.</p> <p>Funding: ESSER funds \$3850 Funding: Comp Ed funds \$1410</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist), ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes/Adult temps - 199 State Comp Ed - \$1,770, Substitutes/Adult temps - 282 ESSER III - \$2,310</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |


Performance Objective 1 Problem Statements:







| |
|--|
| Student Learning |
| Problem Statement 1: READING -12% of 3-5th grade students did not meet standard on STAAR Reading. Root Cause: Gaps and changes in curriculum, inconsistencies with Guided Reading. |

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 2022 to 2023.

Performance Objective 2: The percent of Hedgcoxe students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 69% in 2022 to 70% by June 2023. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 58% in 2023. The Special Education student group performance will increase from 44% in 2022 to 47% in 2023.

Evaluation Data Sources: 2023 ELAR STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Data-Driven Strategy: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist), ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|--|--|-----|------|
| <p>Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions), as well as utilize the PISD Instructional Model with specific focus on Providing and Communicating Goals (post and discuss learning targets).</p> <p>Strategy's Expected Result/Impact: By using our PLC 4 questions during our PLC planning meetings, teams will document how they are meeting all students needs. PLC Four Questions (based on Marzano research):</p> <ol style="list-style-type: none"> 1. What do we want students to learn (TEKS) - learning targets 2. How will students demonstrate their learning (assessment) 3. What will we do if they do not learn the TEKS? 4. What will we do if they already know/show mastery of the TEKS? <p>This will include collaboration between Gen Ed teachers and Support staff to focus on students' area of growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, MTSS Leadership Team, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education - 199 Bilingual/ESL/ELL</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Student support: Provide adult temps or substitutes for additional tutoring as well as for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>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. Academic mentors will be assigned for students with literacy needs (ESL and students without current services). Utilize adult temps and substitutes for accelerated instruction based on HB4545.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Admin, Instructional Specialist)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 2 Problem Statements:


| |
|--|
| Student Learning |
| Problem Statement 1: READING -12% of 3-5th grade students did not meet standard on STAAR Reading. Root Cause: Gaps and changes in curriculum, inconsistencies with Guided Reading. |







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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Hedgcoxe 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% in 2022 to 63% by June 2023. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 47% in 2023. The Special Education student group performance will increase from 62% in 2022 to 65% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Data-Driven Strategy: Math 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, Dreambox lessons, and small group instruction.</p> <p>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.</p> <p>Math teachers will utilize Dreambox (technology resource) resource to teach skill specific math lessons for students with both long term goals (as needed from RIT bands) and short term goals (related to current instruction),</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Administrators, IS), ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions). This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals and specific focus on Representing and Recording Content.</p> <p>Strategy's Expected Result/Impact: By using our PLC 4 questions during our PLC planning meetings, teams will document how they are meeting all students needs. PLC Four Questions (based on Marzano research):</p> <ol style="list-style-type: none"> 1. What do we want students to learn (TEKS) - Learning Targets 2. How will students demonstrate their learning (assessment) - Representing and Recording content 3. What will we do if they do not learn the TEKS? 4. What will we do if they already know/show mastery of the TEKS? <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Classroom Teachers, ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Student support: Provide adult temps or substitutes for additional tutoring as well as for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>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 and substitutes for accelerated instruction based on HB4545. Academic mentors could be assigned for students with literacy needs (ESL and students without current services).</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS Leadership Team (Administrators and IS), ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |


Performance Objective 1 Problem Statements:







| Student Learning |
|--|
| <p>Problem Statement 2: MATH- 17% of 3-5th grade students did not meet standard on STAAR Math. Root Cause: Misunderstandings in how to effectively differentiate math curriculum at a deeper level for high students and concrete level for struggling students.</p> |

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

Performance Objective 2: The percent of Hedgcoxe students that score Meets grade level or above on STAAR Math 3-5 will increase from 57% in 2022 to 58% by June 2023. The Economically Disadvantaged student group performance will increase from 41% in 2022 to 43% in 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023.

Evaluation Data Sources: 2023 Math STAAR

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Data-Driven Strategy: Math 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, Dreambox lessons, and small group instruction.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, MTSS Leadership Team (Administrators, IS), ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions). This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals and specific focus on Representing and Recording Content.</p> <p>Strategy's Expected Result/Impact: By using our PLC 4 questions during our PLC planning meetings, teams will document how they are meeting all students needs. PLC Four Questions (based on Marzano research):</p> <ol style="list-style-type: none"> 1. What do we want students to learn (TEKS) - Learning Targets 2. How will students demonstrate their learning (assessment) - Represent and Record Content 3. What will we do if they do not learn the TEKS? 4. What will we do if they already know/show mastery of the TEKS? <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Specialists, ESL Specialist, SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Student support: Provide adult temps or substitutes for additional tutoring as well as for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>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 and substitutes for accelerated instruction. Academic mentors could be assigned for students with literacy needs (ESL and students without current services).</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS Leadership Team (Administrators and IS), ESL Specialist, SPED Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |


Performance Objective 2 Problem Statements:







| Student Learning |
|--|
| <p>Problem Statement 2: MATH- 17% of 3-5th grade students did not meet standard on STAAR Math. Root Cause: Misunderstandings in how to effectively differentiate math curriculum at a deeper level for high students and concrete level for struggling students.</p> |

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 Hedgcoxe students that score Meets grade level or above on STAAR Science 5 will increase from 39% in 2022 to 40% by June 2023. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 31% in 2023. The English Learner student group performance will increase from 13% in 2022 to 15% in 2023.

Evaluation Data Sources: 2023 Science STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Data-Driven Strategy: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS Leadership (Administrators, IS), ESL Specialist, SPED Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions). This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals and specific focus on Stimulating Interest and Inquiry.</p> <p>Strategy's Expected Result/Impact: Utilizing PISD Instructional Model with specific focus on Stimulating Interest and Inquiry, teachers will encourage student collaboration and discussion by:</p> <p>I&I Training for K-2, science activities</p> <p>Use essential questions to stimulate thought, promote inquiry, and spark more questions.</p> <p>Scientific discussion and experimentation</p> <p>By tracking utilizing the Interest and Inquiry rubric, we will measure teachers' confidence in using the new strategies for scientific discussion and experimentation</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS Leadership Team (Administrators, IS), ESL specialist, SPED Team</p> <p>TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Student support: Provide adult temps or substitutes for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>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.</p> <p>ESL Specialist is partnering with Science fifth grade teacher to support ESL students in the classroom - this would include the Bilingual/ESL/ELL funds.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS Leadership Team (Administrators, IS), SPED team, ESL Specialist</p> <p>ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: ESL resources, dictionaries, etc. - 199 Bilingual/ESL/ELL - \$450</p> | Formative | | |
| | Nov | Feb | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: SCIENCE - 29% of 5th graders did not meet standard on STAAR Science. **Root Cause:** Lack of understanding for the I&I curriculum for K-2 students, 3rd & 4th science didn't spiral to review concepts learned that year.

SBIC - School Based Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|---------------------|---------------------------|
| Administrator | Karen Williams | AP |
| Administrator | Kristi Graham | Principal |
| Non-classroom Professional | Brooke Burnette | Counselor |
| Non-classroom Professional | Shannon Wallace | Instructional Specialist |
| Classroom Teacher | Matthew Stout | Special Education Teacher |
| Classroom Teacher | Amy Linscheer | Fourth Grade Teacher |
| Community Representative | Vickie Grayson | Community Member |
| Parent | Nick Sims | Parent |
| Business Representative | Angelina Rosser | Parent/Business owner |
| Business Representative | Maricela Russo | Parent/Business rep |
| Parent | Sean Weldon | Parent |
| Parent | Rachel Berguland | parent |
| Classroom Teacher | Shelley Antoniou | Teacher |
| District-level Professional | Marcus Miller | District PL |
| Classroom Teacher | Jen LeWinter | First Grade |
| Classroom Teacher | Sarah Manthey | Kinder team leader |
| Classroom Teacher | Elizabeth Whitefoot | Third Team Leader |
| Classroom Teacher | adrian watson | Fifth Team Leader |

Campus Funding Summary

| 199 State Comp Ed | | | | | |
|-----------------------------|-----------|----------|---|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Substitutes/Adult temps | | \$1,770.00 |
| Sub-Total | | | | | \$1,770.00 |
| Budgeted Fund Source Amount | | | | | \$1,770.00 |
| +/- Difference | | | | | \$0.00 |
| 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 | | \$0.00 |
| 1 | 2 | 2 | ELL Resources aligned with our text, Seven Strategies to a Language Rich Interactive Classroom/ from Seidlitz Education | | \$0.00 |
| 3 | 1 | 3 | ESL resources, dictionaries, etc. | | \$450.00 |
| Sub-Total | | | | | \$450.00 |
| Budgeted Fund Source Amount | | | | | \$450.00 |
| +/- Difference | | | | | \$0.00 |
| 282 ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Substitutes/Adult temps | | \$2,310.00 |
| Sub-Total | | | | | \$2,310.00 |
| Budgeted Fund Source Amount | | | | | \$2,310.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$4,530.00 |
| Grand Total Spent | | | | | \$4,530.00 |
| +/- Difference | | | | | \$0.00 |

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 3

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2022 # of Students | 9 | 24 | 25 | 0 | 15 | 0 | 13 | 20 | 3 | 19 | 67 | 11 | 78 |
| 2022 | 67 | 75 | 80 | | 87 | | 62 | 65 | 33 | 68 | 73 | 82 | 74 |
| 2023 | 69 | 77 | 81 | | 88 | | 65 | 67 | 34 | 70 | 74 | 83 | 75 |
| 2024 | 71 | 79 | 81 | | 88 | | 68 | 69 | 34 | 72 | 74 | 85 | 75 |
| 2025 | 73 | 81 | 82 | | 89 | | 72 | 71 | 35 | 75 | 75 | 87 | 76 |
| 2026 | 77 | 85 | 84 | | 91 | | 78 | 75 | 37 | 79 | 77 | 90 | 78 |
| 2027 | 81 | 89 | 85 | | 92 | | 85 | 79 | 38 | 84 | 78 | 93 | 79 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 4 | |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
| 2022 # of Students | 9 | 9 | 39 | 0 | 10 | 0 | 9 | 19 | 7 | 13 | 58 | 19 | 77 |
| 2022 | 33 | 67 | 72 | | 70 | | 33 | 47 | 71 | 77 | 72 | 53 | 68 |
| 2023 | 35 | 69 | 73 | | 71 | | 36 | 49 | 72 | 79 | 73 | 54 | 69 |
| 2024 | 37 | 71 | 73 | | 71 | | 39 | 51 | 72 | 81 | 73 | 56 | 69 |
| 2025 | 39 | 73 | 74 | | 72 | | 43 | 53 | 73 | 84 | 74 | 58 | 70 |
| 2026 | 43 | 77 | 76 | | 74 | | 49 | 57 | 75 | 88 | 76 | 61 | 72 |
| 2027 | 47 | 81 | 77 | | 75 | | 56 | 61 | 76 | 93 | 77 | 64 | 73 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 5

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2022 # of Students | 10 | 17 | 27 | 0 | 8 | 0 | 10 | 24 | 0 | 15 | 48 | 21 | 69 |
| 2022 | 50 | 71 | 67 | | 75 | | 30 | 54 | | 47 | 73 | 48 | 65 |
| 2023 | 52 | 73 | 68 | | 76 | | 33 | 56 | | 49 | 74 | 49 | 66 |
| 2024 | 54 | 75 | 68 | | 76 | | 36 | 58 | | 51 | 74 | 51 | 66 |
| 2025 | 56 | 77 | 69 | | 77 | | 40 | 60 | | 54 | 75 | 53 | 67 |
| 2026 | 60 | 81 | 71 | | 79 | | 46 | 64 | | 58 | 77 | 56 | 69 |
| 2027 | 64 | 85 | 72 | | 80 | | 53 | 68 | | 63 | 78 | 59 | 70 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 |
| 2022 # of Students | 28 | 50 | 91 | 0 | 33 | 0 | 32 | 63 | 10 | 47 | 173 | 51 | 224 |
| 2022 | 50 | 72 | 73 | | 79 | | 44 | 56 | 60 | 64 | 73 | 57 | 69 |
| 2023 | 52 | 74 | 74 | | 80 | | 47 | 58 | 61 | 66 | 74 | 58 | 70 |
| 2024 | 54 | 76 | 74 | | 80 | | 50 | 60 | 61 | 68 | 74 | 60 | 70 |
| 2025 | 56 | 78 | 75 | | 81 | | 54 | 62 | 62 | 71 | 75 | 62 | 71 |
| 2026 | 60 | 82 | 77 | | 83 | | 60 | 66 | 64 | 75 | 77 | 65 | 73 |
| 2027 | 64 | 86 | 78 | | 84 | | 67 | 70 | 65 | 80 | 78 | 68 | 74 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 3

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2022 # of Students | 9 | 24 | 25 | 0 | 15 | 0 | 13 | 20 | 3 | 19 | 67 | 11 | 78 |
| 2022 | 56 | 62 | 64 | | 73 | | 62 | 45 | 33 | 63 | 63 | 55 | 62 |
| 2023 | 59 | 64 | 65 | | 74 | | 65 | 47 | 34 | 65 | 64 | 57 | 63 |
| 2024 | 62 | 67 | 67 | | 76 | | 68 | 50 | 36 | 67 | 66 | 59 | 65 |
| 2025 | 65 | 71 | 69 | | 78 | | 72 | 54 | 38 | 70 | 68 | 62 | 67 |
| 2026 | 71 | 75 | 71 | | 80 | | 77 | 58 | 40 | 74 | 70 | 66 | 69 |
| 2027 | 77 | 81 | 74 | | 83 | | 84 | 64 | 43 | 79 | 73 | 71 | 72 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 4 | |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
| 2022 # of Students | 9 | 9 | 39 | 0 | 10 | 0 | 9 | 19 | 7 | 13 | 58 | 19 | 77 |
| 2022 | 11 | 44 | 59 | | 80 | | 22 | 42 | 43 | 62 | 59 | 42 | 55 |
| 2023 | 14 | 46 | 60 | | 81 | | 25 | 44 | 44 | 64 | 60 | 44 | 56 |
| 2024 | 17 | 49 | 62 | | 83 | | 28 | 47 | 46 | 66 | 62 | 46 | 58 |
| 2025 | 20 | 53 | 64 | | 85 | | 32 | 51 | 48 | 69 | 64 | 49 | 60 |
| 2026 | 26 | 57 | 66 | | 87 | | 37 | 55 | 50 | 73 | 66 | 53 | 62 |
| 2027 | 32 | 63 | 69 | | 90 | | 44 | 61 | 53 | 78 | 69 | 58 | 65 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 5

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2022 # of Students | 10 | 17 | 27 | 0 | 8 | 0 | 10 | 24 | 0 | 15 | 48 | 21 | 69 |
| 2022 | 30 | 65 | 59 | | 75 | | 20 | 38 | | 27 | 60 | 38 | 54 |
| 2023 | 33 | 67 | 60 | | 76 | | 23 | 40 | | 29 | 61 | 40 | 55 |
| 2024 | 36 | 70 | 62 | | 78 | | 26 | 43 | | 31 | 63 | 42 | 57 |
| 2025 | 39 | 74 | 64 | | 80 | | 30 | 47 | | 34 | 65 | 45 | 59 |
| 2026 | 45 | 78 | 66 | | 82 | | 35 | 51 | | 38 | 67 | 49 | 61 |
| 2027 | 51 | 84 | 69 | | 85 | | 42 | 57 | | 43 | 70 | 54 | 64 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 |
| 2022 # of Students | 28 | 50 | 91 | 0 | 33 | 0 | 32 | 63 | 10 | 47 | 173 | 51 | 224 |
| 2022 | 32 | 60 | 60 | | 76 | | 38 | 41 | 40 | 51 | 61 | 43 | 57 |
| 2023 | 35 | 62 | 61 | | 77 | | 41 | 43 | 41 | 53 | 62 | 45 | 58 |
| 2024 | 38 | 65 | 63 | | 79 | | 44 | 46 | 43 | 55 | 64 | 47 | 60 |
| 2025 | 41 | 69 | 65 | | 81 | | 48 | 50 | 45 | 58 | 66 | 50 | 62 |
| 2026 | 47 | 73 | 67 | | 83 | | 53 | 54 | 47 | 62 | 68 | 54 | 64 |
| 2027 | 53 | 79 | 70 | | 86 | | 60 | 60 | 50 | 67 | 71 | 59 | 67 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hedgcoxe

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 5

Grade 5

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2022 # of Students | 10 | 17 | 27 | 0 | 8 | 0 | 10 | 24 | 0 | 15 | 48 | 21 | 69 |
| 2022 | 10 | 35 | 56 | | 50 | | 10 | 29 | | 13 | 40 | 38 | 39 |
| 2023 | 13 | 37 | 57 | | 51 | | 13 | 31 | | 15 | 41 | 40 | 40 |
| 2024 | 16 | 40 | 59 | | 53 | | 16 | 34 | | 17 | 43 | 42 | 42 |
| 2025 | 19 | 44 | 61 | | 55 | | 20 | 38 | | 20 | 45 | 45 | 44 |
| 2026 | 25 | 49 | 63 | | 57 | | 25 | 43 | | 24 | 47 | 49 | 46 |
| 2027 | 31 | 55 | 66 | | 60 | | 32 | 49 | | 29 | 50 | 53 | 49 |

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 | Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students | | |
| Principal, District Coordinator K-12 Health and Physical Education, District Health Services | <p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. | TEC 11.253(d) Board Policy FFA(Local) | The school will follow Board Policies: FFA and EHAA. |

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| | <ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. | | |
| Principal, Human Resources | <p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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, Executive Director for Student and Family Services | <p>Parent Involvement</p> <ul style="list-style-type: none"> • 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 | | |

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| | <ul style="list-style-type: none">● 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 | | |
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