

# **Plano Independent School District**

## **Hedgcoxe Elementary**

### **2023-2024 Improvement Plan**



**Board Approval Date:** October 3, 2023  
**Public Presentation Date:** September 6, 2023

# 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!



## Value Statement

### Vision

Committed to Excellence  
Dedicated to Caring  
Powered by Learning  
**Plano ISD Proud.**

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### **Mission**

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

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Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs. 1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning. 1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students. 1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis. 1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom. 1.7 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 ELAR from 2022 baseline to 2024. 1.8 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 baseline to 2024. 1.9 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 baseline to 2024. 1.10 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 from 2022 baseline to 2024.	19
Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests. Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future. Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system). DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students. DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.	29
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	31
Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging. Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events. Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community. Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication. DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.	32

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs 38 of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

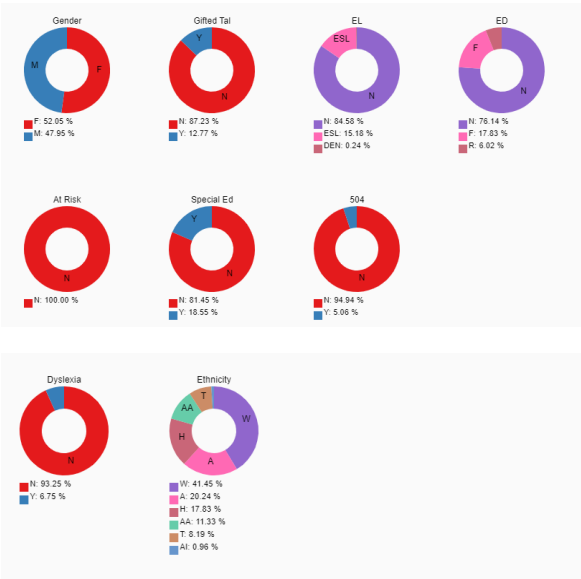
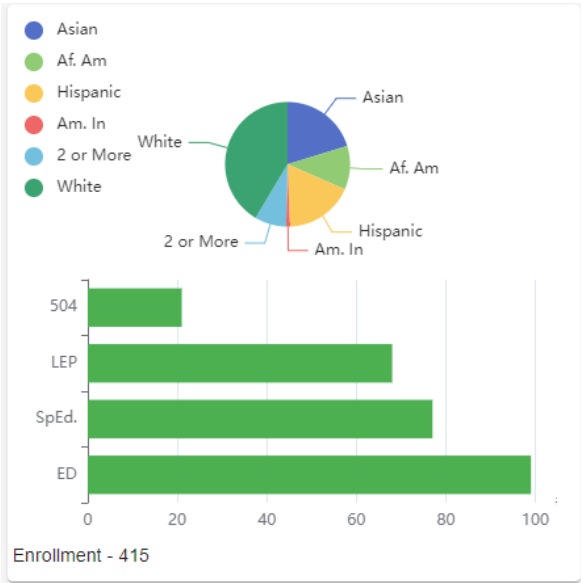
The campus hosted multiple sessions to review sources of data to create a comprehensive Needs Assessment. The leadership team created an initial structure while the whole staff focused specifically on the campus data that drove the knowledge of what is needed. This process was then presented and agreed upon by members of the staff, the community, and the business that support Hedgcoxe.

# Demographics

## Demographics Summary

Current Campus Demographics:

Student Ethnicity and Programs



Along with English being spoken at Hedgcoxe, other languages from the Home Language Survey include: Burmese, Bengali, Vietnamese, Turkish, Tagalog, Russian, Kurdish, Korean, Hindi, Hebrew, Farsi, Cantonese, and others.

### **Demographics Strengths**

Hedgcoxe is a diverse community where individual student's ethnicity, language and culture are valued. This year our PTA is highlighting our diversity through their Multicultural / Diversity activities and committees. This committee will host activities surrounding the campus Multicultural Night and Event.

### **Problem Statements Identifying Demographics Needs**

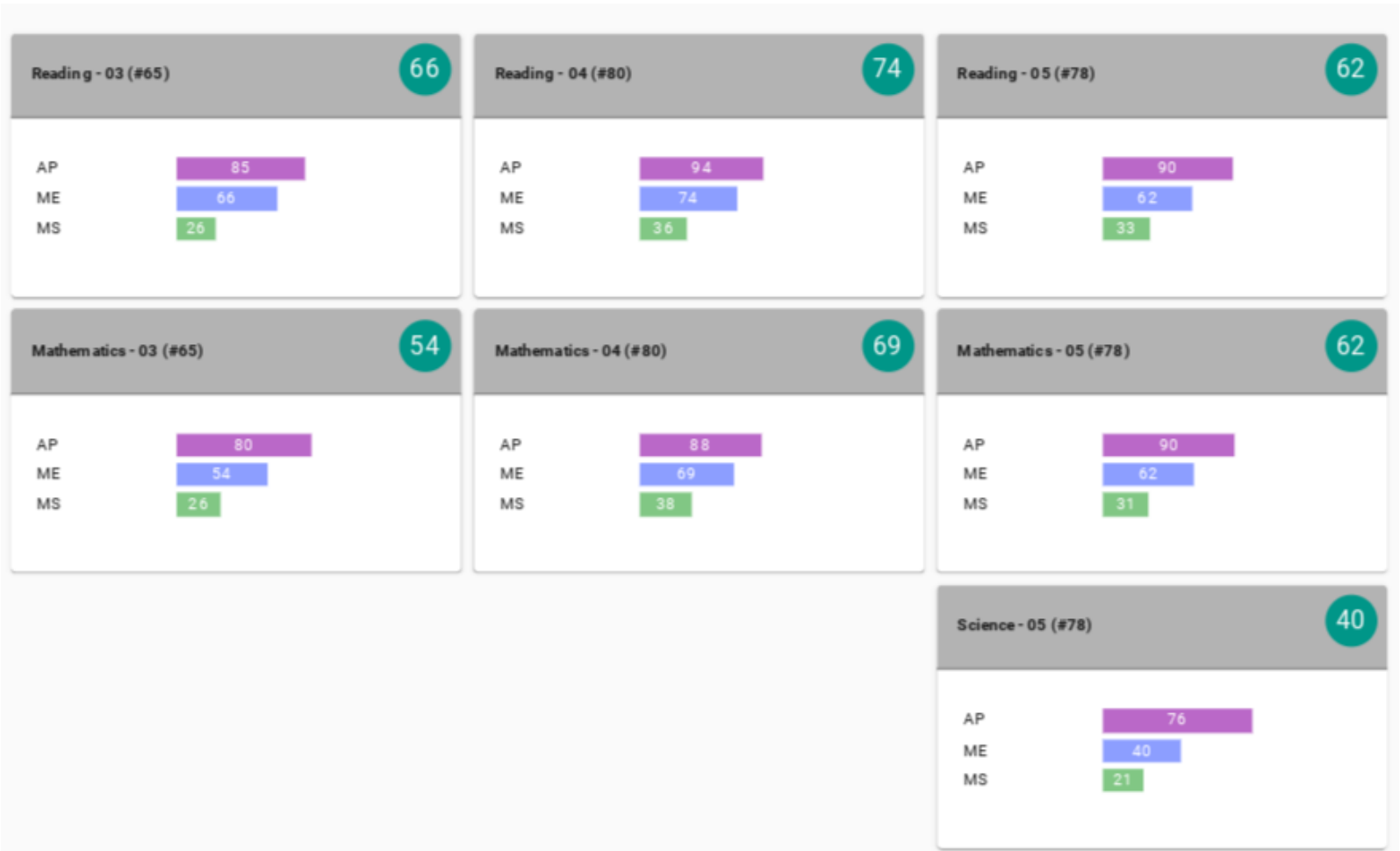
**Problem Statement 1:** The percentage of Economically Disadvantaged is approximately 23% which is a steady growth over time and this population has been isolated to have the most absences per student group that are not excused. **Root Cause:** The campus has not provided adequate instruction and awareness regarding absence policies to this group of parents and community members.



# Student Learning

## Student Learning Summary

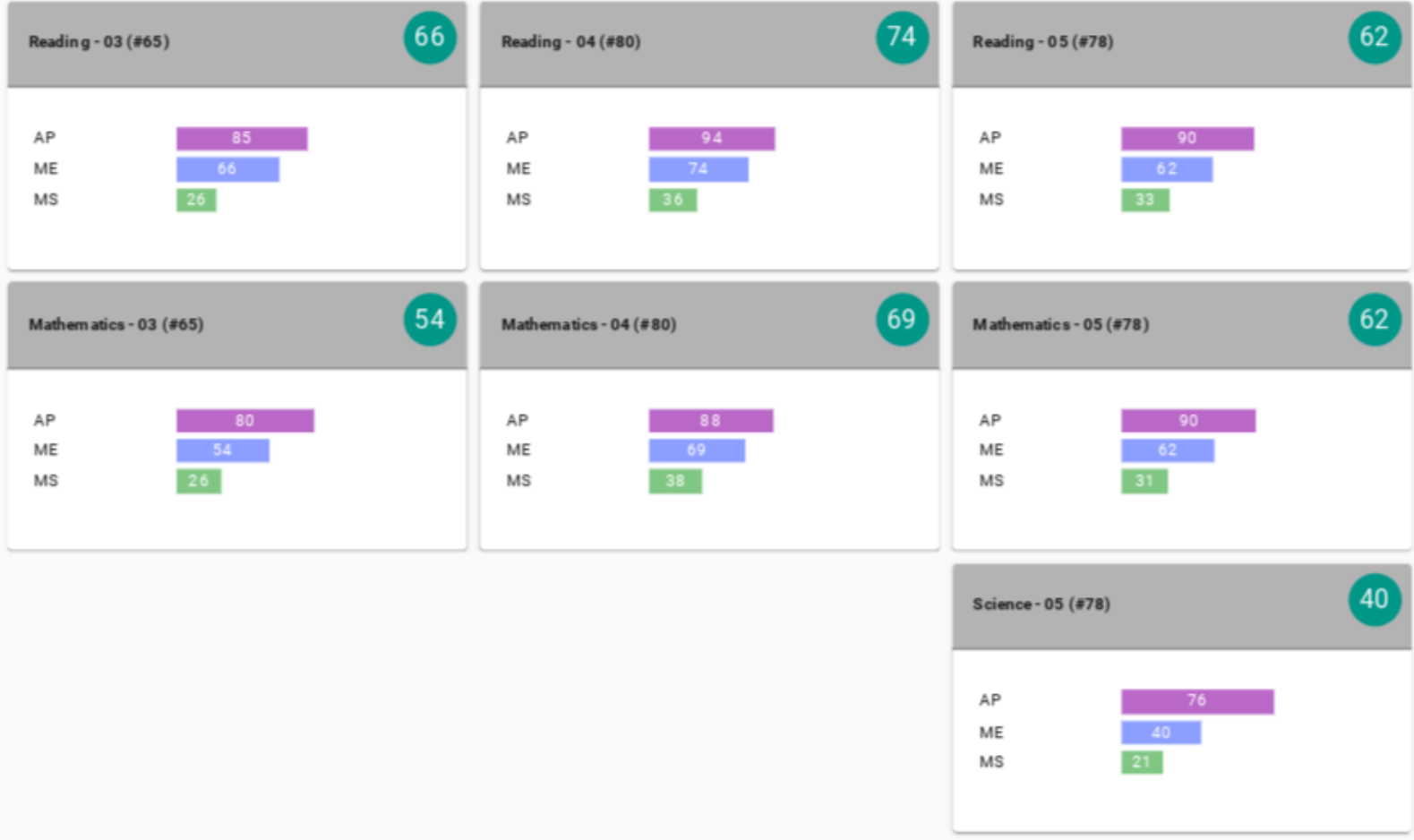
2022-2023 STAAR Scores: This information reflects the new testing format as of 9/8/2023.

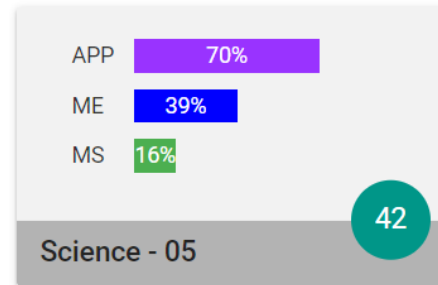
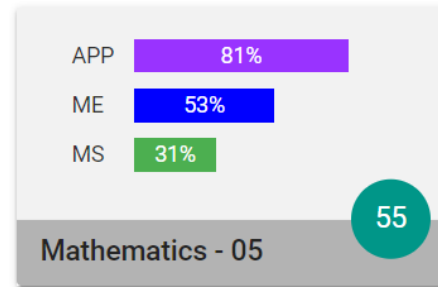
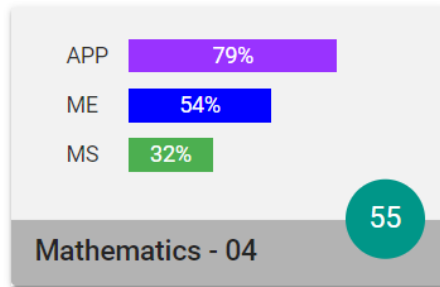
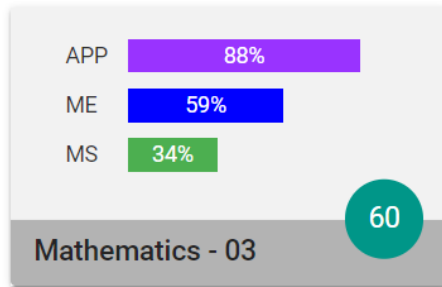
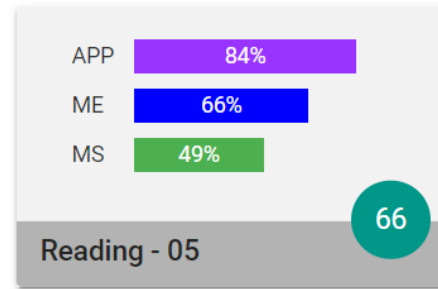
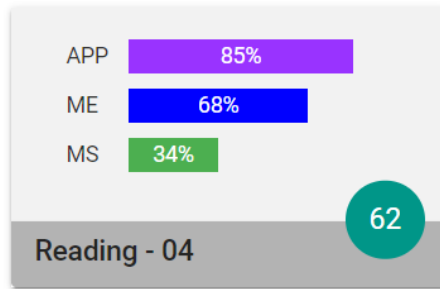
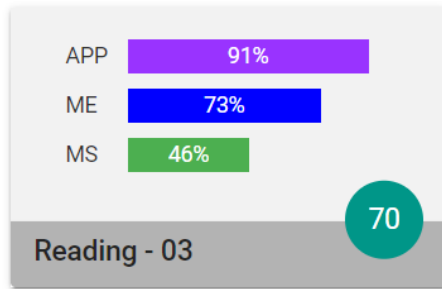


## Student Learning Strengths

Our student cadres have shown growth with the number of students reaching the approaches standard on STAAR.

22-23





### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Approximately 14% of students were unsuccessful on STAAR and the students in Quintiles 1 and 5 are not meeting district expectations in the area of Mathematics with the content area of Fractions being isolated as a focal point. **Root Cause:** The potential root cause of Quintiles 1 and 5 showing lower growth in math compared to the district average is a lack of resources, professional development, and vertical grade-level collaboration and alignment.

**Problem Statement 2 (Prioritized):** Students in quintiles 1 and 5 not meeting district expectations in the area of Reading Language Arts with approximately 10% being unsuccessful on STAAR. **Root Cause:** Quintiles 1 and 5 showing lower growth in reading compared to the district average is a lack of allotted time for instruction in all aspects of literacy, a disconnect on teaching phonics, a lack of vertical alignment, and specific student supports needing to be maximized.

**Problem Statement 3 (Prioritized):** Students in quintiles 1 and 5 not meeting district expectations in 2/3 of the grade levels assessed and 24% were not successful on STAAR.

**Root Cause:** The root cause of Quintiles 1 and 5 showing lower growth in Science compared to the district average can be attributed to a lack of STAAR related rigorous resources, professional development, and vertical grade-level collaboration and alignment.

# School Processes & Programs

## School Processes & Programs Summary

Campus Monitoring & Intervention Team; special education; speech therapy; accelerated instruction in reading and math (Tier 2 and Tier 3); after-school art program; after-school science program; after-school chess program; after-school environmental program; 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; Young Inventors; tutorials (kindergarten - fifth grade); Collin County Adventure Camp (fifth-grade); fifth-grade graduation ceremony; Colonial Day; Pioneer Day; Multicultural Night; Family Art Night; Science and Technology night; Experience the Awareness Day; Family Picnic; Talent Show; Field Day; Memorial Day Parade; Fine Arts Day; Mentoring Program; School-Based Improvement Committee (SBIC); Parent Education Workshops; PASAR (after school child care); 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 D.O.G.S (Dads of Great Students); Hedgcoxe Maker Space (K-5); 5th Grade Choir, Spelling Bee; Kindergarten Kickoff for incoming kindergartners; televised morning announcements; First LEGO League (4th and 5th grade).

More information regarding Hedgcoxe programs can be found at [https://www.pisd.edu/hedgcoxe\\_es](https://www.pisd.edu/hedgcoxe_es) .

## 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. Coding programs and robotics encapsulate the imagination and the interest of computer programming with our 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:** Guidance to provide clarity for SST referrals (SPED or 504) based on the TIER 3 goals and documentation. **Root Cause:** Due to the changes in the SST process and PBIS structures on campus, staff must better understand the needs of our TIER 3 students and how to implement strategies and document their effectiveness throughout the MTSS process.

# Perceptions

## Perceptions Summary

### HRS Level 2 Leading Indicator - March 2023 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 2023 survey administration is summarized below.

Leading Indicator	Administrator			Teacher/Staff			GAP of Means
	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	4.62	0.48	23	4.46	0.64	-0.16
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	2	4.80	0.40	23	4.55	0.66	-0.25
2.3 Predominant instructional practices throughout the school are known and monitored.	2	4.20	0.40	23	4.43	0.69	0.23
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	3.92	0.49	23	4.27	0.72	0.35
2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	2	4.70	0.46	23	4.39	0.73	-0.31
2.6 Teachers have opportunities to observe and discuss effective teaching.	2	3.56	1.22	23	4.20	0.75	0.64

### Things to remember:

SD = standard deviation; GAP of Means = Teacher/Staff Mean – Administrator Mean. Standard deviation is used to describe how far the scores are spread out from each other. Generally speaking, the higher the standard deviation, the greater the variation among responses. Means greater than 3.5 suggest a majority of respondents agreed. Means less than 2.5 suggest a majority of respondents disagreed. Means close to 3.0 suggest: (1) similar numbers of respondents who agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed. Items in red indicate a gap greater than .50; items in blue indicate a standard deviation greater than .80.

### Guiding questions to help with your analysis:

If you notice leading indicators with significant gaps, what may be the cause of different perceptions? If you notice high standard deviation, why may some respondents have agreed with the questions and others disagreed? For leading indicators of interest or concern, review the responses to each question associated with those indicators and collect lagging indicators.

### Perceptions Strengths

Utilizing the HRS survey to analyze perceptions, the campus vision is perceived as well as plans to grow the pedagogical skills of staff members at campus.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages **Root Cause:** Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

# Priority Problem Statements

**Problem Statement 1:** Approximately 14% of students were unsuccessful on STAAR and the students in Quintiles 1 and 5 are not meeting district expectations in the area of Mathematics with the content area of Fractions being isolated as a focal point.

**Root Cause 1:** The potential root cause of Quintiles 1 and 5 showing lower growth in math compared to the district average is a lack of resources, professional development, and vertical grade-level collaboration and alignment.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students in quintiles 1 and 5 not meeting district expectations in the area of Reading Language Arts with approximately 10% being unsuccessful on STAAR.

**Root Cause 2:** Quintiles 1 and 5 showing lower growth in reading compared to the district average is a lack of allotted time for instruction in all aspects of literacy, a disconnect on teaching phonics, a lack of vertical alignment, and specific student supports needing to be maximized.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students in quintiles 1 and 5 not meeting district expectations in 2/3 of the grade levels assessed and 24% were not successful on STAAR.

**Root Cause 3:** The root cause of Quintiles 1 and 5 showing lower growth in Science compared to the district average can be attributed to a lack of STAAR related rigorous resources, professional development, and vertical grade-level collaboration and alignment.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages

**Root Cause 4:** Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Problem Statement 4 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

## **Performance Objective 1: K-5 READING LANGUAGE ARTS**

Performance Objective: HB#3 - The percentage of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 74% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 62% in 2022 to 68% by June 2024. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 69% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2022 to 69% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 51% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 65% in 2022 to 66% by June 2024. The Special Education student group performance will increase from 30% in 2022 to 36% by June 2024. The Economically Disadvantaged student group performance will increase from 54% in 2022 to 58% by 2024.

### HB3 Goal

**Evaluation Data Sources:** 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will develop a consistent knowledge around specific and targeted instructional strategies with a focus on assisting our (economically disadvantaged student population). <b>Strategy's Expected Result/Impact:</b> The campus will isolate strategies from the district instructional model and showcase them effectively in the classroom by using the research of Marzano and Lead4Ward. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The campus will design and implement opportunities for vertical academic team collaboration. <b>Strategy's Expected Result/Impact:</b> The campus will have collaboration throughout the grade levels to isolate areas of instructional improvement and close gaps cross grade levels. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The campus will utilize district resources (Staffing) to host comprehensive collaborative sessions for teachers to collaborate and create targeted instructional focuses around extension and remediation. <b>Strategy's Expected Result/Impact:</b> The campus will utilize staffing to provide data digs with specialists and teachers to isolate academic trends in learning resulting in growth over the year as measured by MAP. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Grade level teams will meet weekly with campus support utilizing district curriculum for planning and instructional practice as an examination of progress. <b>Strategy's Expected Result/Impact:</b> The campus will utilize the instructional model and focus on planning from the final summative assessment backwards to assure a content rich curriculum. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> The campus will create and utilize a professional learning plan developed from campus perception and performance data resources resulting in a 2% growth on Reading STAAR. <b>Strategy's Expected Result/Impact:</b> The campus will utilize a formal structure to create a professional learning plan based on historical, perception and achievement data. The campus will implement a learning system in the areas identified on the professional learning plan. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

### Performance Objective 1 Problem Statements:

## Student Learning

**Problem Statement 2:** Students in quintiles 1 and 5 not meeting district expectations in the area of Reading Language Arts with approximately 10% being unsuccessful on STAAR.

**Root Cause:** Quintiles 1 and 5 showing lower growth in reading compared to the district average is a lack of allotted time for instruction in all aspects of literacy, a disconnect on teaching phonics, a lack of vertical alignment, and specific student supports needing to be maximized.

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

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1.10 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 from 2022 baseline to 2024.

## **Performance Objective 2: K-5 MATHEMATICS**

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

## HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will develop a consistent knowledge around specific and targeted instructional strategies with a focus on assisting our (economically disadvantaged student population). <b>Strategy's Expected Result/Impact:</b> The campus will isolate strategies from the district instructional model and showcase them effectively in the classroom by using the research of Marzano and Lead4Ward. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June
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<b>Strategy 3:</b> The campus will utilize district resources (Staffing) to host comprehensive collaborative sessions for teachers to collaborate and create targeted instructional focuses around extension and remediation. <b>Strategy's Expected Result/Impact:</b> The campus will utilize staffing to provide data digs with specialists and teachers to isolate academic trends in learning resulting in growth over the year as measured by MAP. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Grade level teams will meet weekly with campus support utilizing district curriculum for planning and instructional practice as an examination of progress. <b>Strategy's Expected Result/Impact:</b> The campus will utilize the instructional model and focus on planning from the final summative assessment backwards to assure a content rich curriculum. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> The campus will create and utilize a professional learning plan developed from campus perception and performance data resources resulting in a 2% growth on Math STAAR. <b>Strategy's Expected Result/Impact:</b> The campus will utilize a formal structure to create a professional learning plan based on historical, perception and achievement data. The campus will implement a learning system in the areas identified on the professional learning plan. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> The campus will work with the district math instructional specialist and extension specialists to develop techniques for academic extension across the campus. <b>Strategy's Expected Result/Impact:</b> The campus and Specialists will isolate key instructional methods to support teaching and learning in the areas of Fraction and HPKS. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

## Performance Objective 2 Problem Statements:

## Student Learning

**Problem Statement 1:** Approximately 14% of students were unsuccessful on STAAR and the students in Quintiles 1 and 5 are not meeting district expectations in the area of Mathematics with the content area of Fractions being isolated as a focal point. **Root Cause:** The potential root cause of Quintiles 1 and 5 showing lower growth in math compared to the district average is a lack of resources, professional development, and vertical grade-level collaboration and alignment.

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.





1.10 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 from 2022 baseline to 2024.

### **Performance Objective 3: K-5 SCIENCE**

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

**Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will work with the instructional specialists and extension specialists to develop techniques promoting inquiry and investigation across the campus. <b>Strategy's Expected Result/Impact:</b> The campus will isolate strategies from the district instructional model and showcase them effectively in the classroom by using the research of Marzano and Lead4Ward. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists PACE Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The campus will develop a consistent knowledge around specific and targeted instructional strategies with a focus on assisting our (economically disadvantaged student population). <b>Strategy's Expected Result/Impact:</b> The campus will isolate strategies from the district instructional model and showcase them effectively in the classroom by using the research of Marzano and Lead4Ward. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Grade level teams will meet weekly with campus support utilizing district curriculum for planning and instructional practice as an examination of progress. <b>Strategy's Expected Result/Impact:</b> The campus will utilize the instructional model and focus on planning from the final summative assessment backwards to assure a content rich curriculum. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> The campus will create and utilize a professional learning plan developed from campus perception and performance data resources resulting in a 2% growth on Science STAAR. <b>Strategy's Expected Result/Impact:</b> The campus will utilize a formal structure to create a professional learning plan based on historical, perception and achievement data. The campus will implement a learning system in the areas identified on the professional learning plan. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialists Campus Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Students in quintiles 1 and 5 not meeting district expectations in 2/3 of the grade levels assessed and 24% were not successful on STAAR. <b>Root Cause:</b> The root cause of Quintiles 1 and 5 showing lower growth in Science compared to the district average can be attributed to a lack of STAAR related rigorous resources, professional development, and vertical grade-level collaboration and alignment.

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.





Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

**Performance Objective 1:** The percentage of students enrolling in honors courses does not match the potential success and student rate that is made available the CCMR and Advanced Academics report.

**Evaluation Data Sources:** MAP, CCMR

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> The campus will utilize the Honors Potential reports to cast a wider net for students enrolling in Advanced Academics courses. <b>Strategy's Expected Result/Impact:</b> The campus will identify and increase recruitment of students to honors courses as they enroll in middle school. <b>Staff Responsible for Monitoring:</b> Administration Instructional Specialist Counselor  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Learning 1, 2, 3		Formative		Summative
		Nov	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Approximately 14% of students were unsuccessful on STAAR and the students in Quintiles 1 and 5 are not meeting district expectations in the area of Mathematics with the content area of Fractions being isolated as a focal point. **Root Cause:** The potential root cause of Quintiles 1 and 5 showing lower growth in math compared to the district average is a lack of resources, professional development, and vertical grade-level collaboration and alignment.

**Problem Statement 2:** Students in quintiles 1 and 5 not meeting district expectations in the area of Reading Language Arts with approximately 10% being unsuccessful on STAAR.

**Root Cause:** Quintiles 1 and 5 showing lower growth in reading compared to the district average is a lack of allotted time for instruction in all aspects of literacy, a disconnect on teaching phonics, a lack of vertical alignment, and specific student supports needing to be maximized.

**Problem Statement 3:** Students in quintiles 1 and 5 not meeting district expectations in 2/3 of the grade levels assessed and 24% were not successful on STAAR. **Root Cause:** The root cause of Quintiles 1 and 5 showing lower growth in Science compared to the district average can be attributed to a lack of STAAR related rigorous resources, professional development, and vertical grade-level collaboration and alignment.

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.



**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Implement a comprehensive action plan to improve school attendance at Hedgcoxe and all Plano ISD campuses. <b>Strategy's Expected Result/Impact:</b> The campus will utilize specialist support to create and develop strategies that will promote student attendance, in addition, the teachers and campus will create and implement a campus-wide attendance structure for students. <b>Staff Responsible for Monitoring:</b> Administration Counselor Attendance Clerk  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages <b>Root Cause:</b> Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> The PBIS team will conduct quarterly staff meetings to review PBIS expectations and collect input on the plan. <b>Strategy's Expected Result/Impact:</b> The campus will implement a PBIS program focused on common campus procedures that will be developed and adapted from a minimum of three data sources and the teachers will intentionally develop classroom learning utilizing the STOIC framework. <b>Staff Responsible for Monitoring:</b> Administration PBIS Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages <b>Root Cause:</b> Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> After each discipline referral regarding drugs or alcohol the counselor will connect with the student and family to provide resources regarding substance use and abuse. <b>Strategy's Expected Result/Impact:</b> The campus currently does not have a history of this issue, but the campus will be prepared with resources to aide and support if the incident occurs. <b>Staff Responsible for Monitoring:</b> Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Problem Statements:</b> Perceptions 1	Formative		Summative
	Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 3 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages <b>Root Cause:</b> Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> The campus will implement a PBIS program focused on common campus procedures that will be developed and adapted from a minimum of three data sources.  <b>Strategy's Expected Result/Impact:</b> Teachers will teach students the difference between bullying and conflict, how to report bullying, and what an imbalance of power is. The teachers will intentionally develop classroom learning utilizing the STOIC framework. The teachers and support staff will intentionally create learning opportunities focused on bullying awareness (what it is and what it is not)  <b>Staff Responsible for Monitoring:</b> PBIS Committee Counselor Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

## Perceptions

**Problem Statement 1:** 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages **Root Cause:** Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Counselors are an active participant in the threat assessment meetings and provide support for students as indicated in the threat assessment supervision plan. <b>Strategy's Expected Result/Impact:</b> The threat assessment team is trained and understands the purpose of conducting the threat assessment protocols. <b>Staff Responsible for Monitoring:</b> Administration Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 1		Formative		Summative
		Nov	Feb	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> 82.3% think that Hedgcoxe provides a welcoming environment with friendly signs and messages in multiple languages <b>Root Cause:</b> Lack of consistency in communication/platforms and language awareness instructional strategies is the root cause.

**Goal 5:** Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates