Plano Independent School District

Hickey Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 1, 2019

Mission Statement

Mission: Educate, inspire, and empower every student to activate their unique potential in a dynamic world.

Vision

VISION:
Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

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Comprehensive Needs Assessment

Revised/Approved: September 03, 2019

Demographics

Demographics Strengths

We have a diverse population at Hickey Elementary which contributes to a multi-faceted culture and climate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in our bilingual program are not exiting the program at expected rates. **Root Cause**: Consistency across grade levels and instructional methods and challenges related to acquiring a second language.

Student Academic Achievement

Student Academic Achievement Strengths

Hickey met all but 3 of the targets from the 2018 school year. The 3 remaining targets did show growth: Student Succuss- Hispanic target was 41% and Hickey's performance was 40%. Reading: Economically Disadvantaged target was 33% and Hickey's performance was 30%. Student Success: Economically Disadvantaged target was 38% and Hickey's performance was 35%. Hickey's accountability report showed substantial growth:

Overall Performance 80 to 90

Student Achievement 82 to 85

School Progress 75 to 88

Closing the gaps 74 to 94

Hickey is not targeted for 2019-2020 school year and earned a distinction in Academic Growth

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of student groups in Domain lII performing at the Meets grade level standard and above and/or meeting or exceeding growth is below state levels: Academic Achievement in Reading and Math -Economically disadvantaged students, Student Success Status - Hispanic and Economically disadvantaged students **Root Cause**: Collaborative teams will address the need to plan instruction that includes extending student understanding with essential concepts.

Problem Statement 2: The percentage of students performing at the Masters Level on Writing STAAR had a significant decrease between the percentage of students who performed at the Meets level.

Problem Statement 3: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

School Processes & Programs

School Processes & Programs Strengths

1. We set professional growth goals each year through T-TESS, and provide the opportunity for teachers to revise their goals as needed. Midyear and summative conferences are held to discuss progress toward goals.

2. We engage in multiple data digs throughout the year, utilizing NWEA reports, MAP, AMC, TELPAS, Plano Literacy, formal and informal assessments.

3. Our professional learning opportunties align with our shared committments and correlate with assessment data and the driver where we need to go instructionally.

4. We have a strong technology component utilizing web-based programs such as Google classroom, online links in the curriculum planner and other district supported technology resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and collaborative framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause**: We will address the need for clear and clarified competence in unpacking the TEKS alongside the use of the instructional model and framework during planning.

Perceptions

Perceptions Strengths

1. Teachers and students feel safe and feel the staff is aware of emergency protocols.

2. Students of various cultures feel valued and cared for by the staff.

3. Teachers feel their input is valued and they are respected.

4. Staff feel comfortable going to the campus leaders and administration.

5. Staff feel the campus has a collaborative environment.

6. Staff feel that campus makes ethical choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Priority Problem Statements

Problem Statement 1: Teachers and students perceive a lack of student motivation to achieve at high levels.

Root Cause 1: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Problem Statement 1 Areas: Student Academic Achievement - Perceptions

Problem Statement 2: The percentage of student groups in Domain lII performing at the Meets grade level standard and above and/or meeting or exceeding growth is below state levels: Academic Achievement in Reading and Math -Economically disadvantaged students, Student Success Status - Hispanic and Economically disadvantaged students

Root Cause 2: Collaborative teams will address the need to plan instruction that includes extending student understanding with essential concepts.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 03, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Hickey will increase student learning in all content areas as evidenced by an increase in student performance at the Approaches level by 5%, Meets performance level by 3% and the Masters performance level by 1% on the 2020 STAAR.
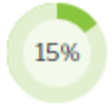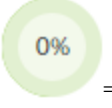
   Evaluation Data Source(s) 1: 2020 STAAR

   Summative Evaluation 1: Significant progress made toward meeting Performance Objective

   Next Year's Recommendation 1: It was not possible to complete this goal due to the COVID-19 school closure, so this goal will be carried forward to the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement consistent use of English Language Development Program K-2 and in all bilingual classrooms. Unit assessments will be used to track progress and adjust planning.	2.4, 2.5, 2.6	Grade Level Team Leaders; Instructional Specialists	Increased use of strategies in classes Increased progress on TELPAS	25%	80%	85%
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						
2) Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery. Assisted by instructional specialists.	2.4, 2.5, 2.6	Grade Level Team Leaders; Instructional Specialists	Increase in utilization of instructional strategies as measured by walkthrough data.	10%	50%	80%
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						
Funding Sources: 211 Title I, Part A - 72522.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Grade level teams will use extended planning days throughout the year in order to unpack TEKS, evaluate student data, common formative assessments, and plan instruction utilizing TELPAS ELPS Proficiency Level Descriptors. As appropriate, district departments will be invited to join in extended planning days.	2.4, 2.5, 2.6	Grade Level Team Leaders; Instructional Specialists	Increased student understanding by targeting instruction	30%	90%	100%
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						
4) Teams will meet monthly to vertically align content	2.4, 2.5, 2.6	Grade Level Representatives; Instructional Specialists	Increase student understanding by identifying possible gaps in understanding from previous grade levels.	40%	45%	100%
Problem Statements: Student Academic Achievement 1						
5) Teams will participate in data analysis bimonthly to better identify student needs in all subgroups.	2.4, 2.5, 2.6	Grade Level Team Leaders; Instructional Specialists	Monitor through participation in data meetings designed for individual subgroups.	15%	75%	100%
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						
6) Daily instruction will include 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.	2.4, 2.5, 2.6	Grade Level Team Leaders; Instructional Specialists	Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers	15%	100%	100%
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						
7) Parent Academy meetings will be held at least twice this school year to inform parents about technology used, curriculum, strengthen the school-home connection, and support their child's educational needs while at home. Mobile lab will be available for community use.	2.4, 2.5, 2.6, 3.1, 3.2	Bilingual and ESL Specialists; Title I	Increased Parent Involvement	10%	50%	75%
Problem Statements: Student Academic Achievement 3 - Perceptions 1 **Funding Sources**: 211 Title I, Part A - 1216.00						
8) Grade Level Parent Information Nights which will include Title I Compact, curriculum, dyslexia, and other pertinent information.	2.4, 2.5, 2.6, 3.1, 3.2	Title I	Increased Parent Involvement	100%	100%	100%
9) AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.	2.4, 2.5, 2.6	Grade Level Team Leaders/AVID campus coordinator	Increased student preparedness as evidenced by binder checks and note-taking	20%	70%	100%
10) Acquisition of identified, specific, targeted resources for each grade level.	2.4, 2.5, 2.6	Instructional Coaches	Increase student outcomes in targeted areas.	15%	80%	100%
Funding Sources: 211 Title I, Part A - 6264.00, 199 State Comp Ed - 6054.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
11) Provide small group intervention support for students in K-5 utilizing specialists and adult temp.	2.4, 2.5, 2.6	Lead Instructional Coach	Increase student outcomes in targeted areas.	15%	100%	100%
Funding Sources: 211 Title I, Part A - 8736.00						
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of student groups in Domain lII performing at the Meets grade level standard and above and/or meeting or exceeding growth is below state levels: Academic Achievement in Reading and Math -Economically disadvantaged students, Student Success Status - Hispanic and Economically disadvantaged students **Root Cause 1**: Collaborative teams will address the need to plan instruction that includes extending student understanding with essential concepts.
Problem Statement 3: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause 3**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Perceptions
Problem Statement 1: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause 1**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

    Evaluation Data Source(s) 1: All Star Bucks and Spirit Sticks

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: It was not possible to complete this goal due to the COVID-19 school closure, so this goal will be carried forward to the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
1) Professional Development to design All Star program using Covey's 7 Habits of Happy Kids (each teacher was provided a copy).	2.5, 2.6	All Star Leaders Design Team	Teacher competence in understanding the All Star program	30%	100%	100%
Problem Statements: Student Academic Achievement 3 - Perceptions 1						
2) All Star Program is a campus wide initiative that will be implemented daily through teacher instruction, campus displays, assemblies, morning announcements, and morning meetings.	2.5	All Star Leaders Design Team	Student will contribute artifacts to campus displays	10%	50%	100%
3) Parents will be included in the program through monthly newsletters, parent information nights, and special campus events in order to reinforce the All Star program at home.	2.5, 3.2	Grade Level Team Leaders; All Star Leaders Design Team	Increased Parent Involvement	30%	80%	100%
4) Development of vertical team specifically for the support and growth of this program.	2.4, 2.5, 2.6	Vertical Team Leader Instructional Coaches	Development of leadership skills in all students.	10%	50%	100%
5) Embed targeted leadership announcements for Mon, Wed. Fri. on morning broadcast.	2.4, 2.5, 2.6	Counselor, Instructional Coaches, Broadcast Team	Greater awareness for all students of leadership habits and expected outcomes.	5%	✗	✗
		100% = Accomplished	0% = No Progress	✗ = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause 3**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Perceptions
Problem Statement 1: Teachers and students perceive a lack of student motivation to achieve at high levels. **Root Cause 1**: We will develop and implement a campus-wide program based on leadership principles in order to build student self- respect, personal accountability, self-management, goal-setting, problem solving, collaboration, and self-esteem.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

Performance Objective 1: Provide training for personnel in academic and leadership areas related to identified campus needs.

Evaluation Data Source(s) 1: Program improvments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: It was not possible to complete this goal due to the COVID-19 school closure, so this goal will be carried forward to the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Instructional specialists, administration, and selected teachers attend relevant training/conference to support campus goals.	2.4, 2.5, 2.6	Administration	Acquired knowledge to enhance instructional program	20%	70%	100%
Funding Sources: 211 Title I, Part A - 2728.00						
100% = Accomplished 0% = No Progress ✖ = Discontinue						

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

2019-20 SBIC

Committee Role	Name	Position
Classroom Teacher	Brittany Jones	Teacher
Classroom Teacher	Roxanne Barnes	Teacher
Classroom Teacher	Melissa Berger	Teacher
Classroom Teacher	Kim Herbison	Teacher
Classroom Teacher	Davie Hill	Special Education
Classroom Teacher	Monica Maldonado	Teacher
Administrator	Dina Rowe	Principal
District-level Professional	Delmy Ewing	Bilingual Instructional Support
Non-classroom Professional	Michele Allen	Counselor
Administrator	Janet Langford	Assistant Principal
Business Representative	Krysten Estell	Business partner
Business Representative	Dwayne Rowe	Business partner
Community Representative	Mardi Bowen	Children's Pastor
Community Representative	Maria Flores	Community Partner
Parent	Matt Hawkes	Parent
Parent	Doug Moore	Parent
Parent	Bobbi Sheahan	Parent
Parent	Janet Morrison	Parent
Parent	Melinda Marshall	Parent/PTA President
Parent	Kattia Prado	Parent

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	