

Plano Independent School District

Hickey Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

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

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

Demographics

Demographics Summary

Ethnic Distribution:

African American 9.75%

Hispanic 30%

White 20.2%

American Indian .764%

Asian 34.7%

Two or More Races 4.39%

Economically Disadvantaged 35%

There has been a significant increase in beginner level English speakers for kindergarten this 22-23 school year.

Kindergarten: 29 EB students /45% of Grade Level

- 16% of the EB students are below a Beginning level.
- 51% of the entire grade is at a Beginner level
- 32% are at an Intermediate level.

1st grade: 23 EB students/40% of Grade Level

- 9% are Beginning or Newcomers
- 16% are at Intermediate level

Second Grade: 19 EB students/25% of Grade Level

- 7% are at Beginning/Intermediate level

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 are not making adequate progress in academic language development. **Root Cause:** Teachers need additional support implementing language development strategies.

Student Learning

Student Learning Summary

Hickey Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

Math

Meets and Above

3rd: 46%

4th: 54%

5th: 69%

At least 100% of K-5 students met projected growth from fall to spring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math MAP scores demonstrated student in Quintile 1 and 5 did not grow at the same rate as students in Quintiles 2, 3, 4. **Root Cause:** There is a lack of understanding of differentiation.

Problem Statement 2 (Prioritized): All grade levels in Reading MAP showed students in quintile 1 did not grow as much as other quintiles. 1st and 4th grade Reading MAP showed quintiles 1, 3 and 5 did not grow as much at students in quintiles 2 and 4. **Root Cause:** There is a lack of understanding of differentiation.

Problem Statement 3 (Prioritized): Over 60% of K-5 students who started the year reading below grade level ended below grade level. **Root Cause:** Foundational Skills and guided reading is not consistent throughout the campus.

Problem Statement 4: Reading MAP scores show that 1st and 3rd grade percent of projected growth is less than 100%. **Root Cause:** Foundational Skills and guided reading is not consistent.

School Processes & Programs

School Processes & Programs Summary

Our staff is provided multiple opportunities for professional learning on campus, at the district, and at Region 10 trainings. Our teachers are supported by Elementary Academic Services and are provided time for collaboration with peers. We attempt to hire the highest quality teachers and paraprofessional to our campus and continually work to support them.

We set aside dedicated time to disaggregate data, focusing on various sub-populations on our campus to ensure the staff is fully aware of instructional and behavioral needs on the campus. Our master schedule is designed to maximize the time of classroom teachers and specialists as they work to provide high quality instruction in class as well as pull-out programs.

The administrators at Hickey have an open door policy and are accessible to all staff as needs arise, setting the tone for engaged leadership, being fully present and working to ensure the academic and social/emotional success of all our students.

School Processes & Programs Strengths

1. We set professional growth goals each year through T-TESS, and provide the opportunity for teachers to revise their goals as needed. Midyear and summative conferences are held to discuss progress toward goals.
2. We engage in multiple data digs throughout the year, utilizing NWEA reports, MAP, AMC, TELPAS, Plano Literacy, formal and informal assessments.
3. Our professional learning opportunities align with our shared commitments and correlate with assessment data and the driver where we need to go instructionally.
4. We have a strong technology component utilizing web-based programs such as Google classroom, online links in the curriculum planner and other district supported technology resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student unexpected behaviors were persistent throughout 2021-2022. **Root Cause:** There is a lack of clarity in behavior systems and support.

Perceptions

Perceptions Summary

Overall, according to campus and district survey data, the students and staff at Hickey Elementary feel this is a safe learning environment. Staff and students are aware of emergency protocols and how to respond in emergencies. Our students of all cultures feel valued by the staff. The staff feels that their input is heard and acknowledged and that they are valued as a member of the Hickey family.

Perceptions Strengths

1. Teachers and students feel safe and feel the staff is aware of emergency protocols.
2. Students of various cultures feel valued and cared for by the staff.
3. Teachers feel their input is valued and they are respected.
4. Staff feel comfortable going to the campus leaders and administration.
5. Staff feel the campus has a collaborative environment.
6. Staff feel that campus makes ethical choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Administrators did not meet walk-through goals and did not meet goal for providing feedback. **Root Cause:** An official system for prioritizing and calendaring these opportunities is not in place to support substitute shortages and behavior management.

Priority Problem Statements

Problem Statement 1: All grade levels in Reading MAP showed students in quintile 1 did not grow as much as other quintiles. 1st and 4th grade Reading MAP showed quintiles 1, 3 and 5 did not grow as much at students in quintiles 2 and 4.

Root Cause 1: There is a lack of understanding of differentiation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Over 60% of K-5 students who started the year reading below grade level ended below grade level.

Root Cause 2: Foundational Skills and guided reading is not consistent throughout the campus.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: DIP - Plano ISD will increase student learning 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 Hickey 3rd grade students that score meets grade level or above on STAAR Reading will increase from 57% in 2022 to 58% by June 2023. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 35% in 2023. The English Learner student group performance will increase from 38% in 2022 to 40% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use the Collaborative Team Framework to plan effective tier I and II instruction by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress, differentiate instruction, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will build understanding of and consistently implement balanced literacy.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will build an understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model and AVID including high leverage strategies to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Refine understanding and development of data-informed, measurable goals for intervention and systems for progress monitoring.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as bi-weekly updates from the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Staff</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All grade levels in Reading MAP showed students in quintile 1 did not grow as much as other quintiles. 1st and 4th grade Reading MAP showed quintiles 1, 3 and 5 did not grow as much at students in quintiles 2 and 4. Root Cause: There is a lack of understanding of differentiation.</p>
<p>Problem Statement 3: Over 60% of K-5 students who started the year reading below grade level ended below grade level. Root Cause: Foundational Skills and guided reading is not consistent throughout the campus.</p>

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

Performance Objective 2: The percent of Hickey students that score Meets grade level or above on STAAR Reading 3-5 will increase from 62% in 2022 to 63% by June 2023. The Economically Disadvantaged student group performance will increase from 40% in 2022 to 42% by June 2023. The Special Education student group performance will increase from 42% in 2022 to 45% by June 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use the Collaborative Team Framework to plan effective tier I and II instruction by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress, differentiate instruction, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will build understanding of and consistently implement balanced literacy.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will build an understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model and AVID including high leverage strategies to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: All grade levels in Reading MAP showed students in quintile 1 did not grow as much as other quintiles. 1st and 4th grade Reading MAP showed quintiles 1, 3 and 5 did not grow as much at students in quintiles 2 and 4. Root Cause: There is a lack of understanding of differentiation.</p> <p>Problem Statement 3: Over 60% of K-5 students who started the year reading below grade level ended below grade level. Root Cause: Foundational Skills and guided reading is not consistent throughout the campus.</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 1: HB3 - The percent of Hickey 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% in 2022 to 55% by June 2023. The Economically Disadvantaged student group performance will increase from 37% in 2022 to 39% in 2023. The English Learner student group performance will increase from 45% in 2022 to 47% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use the Collaborative Team Framework to plan effective tier I and II instruction by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress, differentiate instruction, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Hickey students that score Meets grade level or above on STAAR Math 3-5 will increase from 61% in 2022 to 62% by June 2023. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 44% in 2023. The Special Education student group performance will increase from 43% in 2022 to 46% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use the Collaborative Team Framework to plan effective tier I and II instruction by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress, differentiate instruction, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
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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 Hickey students that score Meets grade level or above on STAAR Science 5 will increase from 50% in 2022 to 51% by June 2023. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 29% in 2023. The Special Education student group performance will increase from 17% in 2022 to 20% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use the Collaborative Team Framework to plan effective tier I and II instruction by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress, differentiate instruction, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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	Nov	Feb	June
			
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All grade levels in Reading MAP showed students in quintile 1 did not grow as much as other quintiles. 1st and 4th grade Reading MAP showed quintiles 1, 3 and 5 did not grow as much at students in quintiles 2 and 4. Root Cause: There is a lack of understanding of differentiation.</p>
<p>Problem Statement 3: Over 60% of K-5 students who started the year reading below grade level ended below grade level. Root Cause: Foundational Skills and guided reading is not consistent throughout the campus.</p>

2022-2023 SBIC

Committee Role	Name	Position
Administrator	M'Cheyl Herrera	Principal
Administrator	Amanda Hudson	Assistant Principal
Non-classroom Professional	Michelle Allen	Counselor
Business Representative	Mike King	Business Representative
District-level Professional	Edna Phythian	Coordinator Professional Learning
Classroom Teacher	Kerri Blaisure	4th Grade Teacher
Classroom Teacher	Barrett Bishop	Teacher
Classroom Teacher	Florencia Coane	3rd Grade Teacher
Classroom Teacher	Page Rogers	Title 1 Teacher
Classroom Teacher	Meghan Bauer	Special Education Teacher
Community Representative	Wes Rogers	Community Member
Parent	Brain Moeschler	Parent
Parent	Ty Karl	Parent
Community Representative	Jean Jones	Community Member
Parent	Dayna Nehls	Grandparent
Parent	Karen McCrary	Parent
Business Representative	Daryll Jones	Business Representative
Paraprofessional	Tabatha Lozano	Special Education Teacher Assistant
Paraprofessional	Jean Villanueva	Campus Technology Assistant

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,400.00
+/- Difference					\$5,400.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,182.00
+/- Difference					\$1,182.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$129,600.00
+/- Difference					\$129,600.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,355.00
+/- Difference					\$3,355.00
Grand Total Budgeted					\$139,537.00
Grand Total Spent					\$0.00
+/- Difference					\$139,537.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	6	27	14	0	22	0	20	27	5	29	65	9	74
2022	0	41	79		77		55	33	20	38	58	44	57
2023	2	43	80		78		58	35	21	40	59	45	58
2024	4	45	80		78		61	37	21	42	59	47	58
2025	6	47	81		79		65	39	22	45	60	49	59
2026	10	51	83		81		71	43	24	49	62	52	61
2027	14	55	84		82		78	47	25	54	63	55	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	7	24	20	2	17	0	15	22	0	34	52	24	76
2022	14	33	85	50	71		40	32		38	58	54	57
2023	16	35	86	51	72		43	34		40	59	55	58
2024	18	37	86	52	72		46	36		42	59	57	58
2025	20	39	87	53	73		50	38		45	60	59	59
2026	24	43	89	54	75		56	42		49	62	62	61
2027	28	47	90	56	76		63	46		54	63	65	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	57	53	88		85		28	48	0	58	73	61	70
2023	59	55	89		86		31	50	1	60	74	62	71
2024	61	57	89		86		34	52	1	62	74	64	71
2025	63	59	90		87		38	54	2	65	75	66	72
2026	67	63	92		89		44	58	4	69	77	69	74
2027	71	67	93		90		51	62	5	74	78	72	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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

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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	20	98	58	2	65	0	53	93	6	111	201	56	257
2022	25	45	84	50	78		42	40	17	47	64	55	62
2023	27	47	85	51	79		45	42	18	49	65	56	63
2024	29	49	85	52	79		48	44	18	51	65	58	63
2025	31	51	86	53	80		52	46	19	54	66	60	64
2026	35	55	88	54	82		58	50	21	58	68	63	66
2027	39	59	89	56	83		65	54	22	63	69	66	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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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	6	27	14	0	22	0	20	27	5	29	65	9	74
2022	17	41	64		77		55	37	20	45	55	44	54
2023	20	43	65		78		58	39	21	47	56	46	55
2024	23	46	67		80		61	42	23	49	58	48	57
2025	26	50	69		82		65	46	25	52	60	51	59
2026	32	54	71		84		70	50	27	56	62	55	61
2027	38	60	74		87		77	56	30	61	65	60	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	7	22	20	2	17	0	15	21	0	32	52	22	74
2022	29	45	70	50	71		53	29		50	60	45	55
2023	32	47	71	51	72		56	31		52	61	47	56
2024	35	50	73	53	74		59	34		54	63	49	58
2025	38	54	75	55	76		63	38		57	65	52	60
2026	44	58	77	57	78		68	42		61	67	56	62
2027	50	64	80	60	81		75	48		66	70	61	65

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	71	57	83		81		22	52	100	60	74	57	70
2023	74	59	84		82		25	54	100	62	75	59	71
2024	77	62	86		84		28	57	100	64	77	61	73
2025	80	66	88		86		32	61	100	67	79	64	75
2026	86	70	90		88		37	65	100	71	81	68	77
2027	92	76	93		91		44	71	100	76	84	73	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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

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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	20	96	58	2	65	0	53	92	6	109	201	54	255
2022	40	50	74	50	77		43	42	33	53	64	50	61
2023	43	52	75	51	78		46	44	34	55	65	52	62
2024	46	55	77	53	80		49	47	36	57	67	54	64
2025	49	59	79	55	82		53	51	38	60	69	57	66
2026	55	63	81	57	84		58	55	40	64	71	61	68
2027	61	69	84	60	87		65	61	43	69	74	66	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	29	43	75		50		17	27	0	40	54	39	50
2023	32	45	76		51		20	29	1	42	55	41	51
2024	35	48	78		53		23	32	3	44	57	43	53
2025	38	52	80		55		27	36	5	47	59	46	55
2026	44	57	82		57		32	41	8	51	61	50	57
2027	50	63	85		60		39	47	12	56	64	54	60

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <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 <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <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.

	<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.

	<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 		

	<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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