

Pflugerville Independent School District
Hendrickson High School
2024-2025 Campus Improvement Plan



Board Approval Date: October 17, 2024
Public Presentation Date: September 25, 2024

Mission Statement

Hendrickson is a safe and nurturing high school that will be an effective, relevant, and inspiring learning environment for all.

Vision

HHS will create a safe and nurturing environment by:

promoting and maintaining a strong anti-bullying message across the campus
building a strong, positive staff presence of available, approachable adults
consistently using a system of cooperative behavior redirection and positive behavior reinforcement

HHS will promote effective learning by:

expecting, valuing and teaching a strong sense of teamwork and collaboration
setting high expectations with intentional support for achievement
analyzing data collectively to inform instructional decisions

HHS will promote relevant learning by:

fostering and maintaining positive relationships
making connections between content and student lives, present and future
purposefully designing instruction to extend learning beyond the classroom

HHS will promote inspirational learning by:

empowering students to ask questions, voice opinions, and explore deeper into the content
creating a sense of "Hawk Community" that contributes and serves beyond the walls of HHS

Value Statement

Improve **student learning** in every demographic, with an intentional plan for our most disadvantaged learners.

Critically read, write, and assess to measure learning and increase rigor.

Collaborate to intentionally build a **culture of success** in Hawk Nation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hendrickson High School is one of four high schools in Pflugerville ISD. Hendrickson High School has 38% of students who identify as Hispanic. The remaining student population is 32% White, 15% African American, 9% Asian, and 6% Two or more races. Hendrickson has 212 students identified as Gifted and Talented, 200 who are Section 504, 208 Special Education students, and 164 who are emergent bilinguals (EB). The attendance rate in 2023-2024 for Hendrickson was 96.4%, up .8% from 2022-2023. The graduation rate for the Class of 2022 and 2021 was 97%. 21% of the Hendrickson staff has more than 20 years of teaching experience.

	2021-2022	2022-2023	2023-2024
Female	48%	51%	49%
Male	51%	48%	50%
Hispanic-Latino	37%	37%	37%
Asian	7%	7%	8%
Black - African American	16%	15%	14%
White	31%	31%	31%
Two-or-More	6%	6%	6%

Special Programs

	2021-22	2022-23	2023-24
Dyslexia	3%	4%	5%
Gifted and Talented	10%	11%	10%
Section 504	13%	15%	14%
Special Education	9%	9%	9%
Emergent Bilingual	4%	5%	7%
Homeless	.09%	.1%	.5%

Attendance Rate

2022-23	94.3%
2021-22	91.8%

Chronic Absenteeism

2022-23	15.3%
2021-22	26.7%

Demographics Strengths

1. **Diversity:** Hendrickson High School demonstrates diversity among its student population, which includes:
 - 38% Hispanic students
 - 32% White students
 - 15% African American students
 - 9% Asian students
 - 6% Two or more races
2. **Support Programs:** The school has robust support programs indicating commitment to student success:
 - 212 students identified as Gifted and Talented
 - 200 students covered under Section 504 plans
 - 208 Special Education students
 - 164 emergent bilinguals (EB)
3. **Attendance Rate:** The school achieved a high attendance rate:
 - 96.4% attendance rate for the 2023-2024 school year, which increased by 0.8% from the previous year (2022-2023).
4. **Graduation Rate:** Hendrickson High School maintains a high graduation rate:
 - 97% graduation rate for the Class of 2022 and 2021.
5. **Experienced Staff:** The teaching staff includes experienced educators:
 - 21% of the Hendrickson staff has more than 20 years of teaching experience.

These points highlight Hendrickson High School's strengths in diversity, support programs, student attendance, graduation rates, and experienced faculty, all contributing factors to a well-rounded educational environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hendrickson has a diverse student population. **Root Cause:** Majority of students are non-white

Student Learning

Student Learning Summary

End of Course STAAR EOC Spring 2023 compared to Spring 2024							
Subject	Approaches 2024	Meets 2024	Masters 2024	Approaches 2023	Meets 2023	Masters 2023	Difference
Algebra I	84%	49%	21%	77%	33%	13%	+7 approaches, +16 meets, +8 masters
English I	91%	83%	37%	86%	75%	29%	+5 approaches, +8 meets, +6 masters
English II	92.4%	83.6%	18%	87%	76%	16%	= approaches, +2 meets, +2 masters
Biology	97%	81%	31%	97%	81%	40%	= approaches/meets, -9 masters
US History	96%	80%	53%	96%	86%	64%	= approaches, -6 meets, -11 masters

Graduation Rates

Class of 2023	Graduated	98.4%
Class of 2022	Graduated	97.3%

Campus Advanced Placement Scores Over the last Five Years.

Five-Year School Summary Advanced Placement Scores					
	2020	2021	2022	2023	2024
Total AP Students	695	613	584	731	780
Number of Exams	1,416	1,346	1,1,69	1,521	1,706
AP Students with Scores 3+	455	336	410	510	569
% of Total AP Students with Scores 3+	65.47	54.81	70.21	69.77	72.95

Summary - Hendrickson has 164 EB students, 105 (64%) moved up at least 1 proficiency level on the TELPAS test.

TELPAS Growth 22-23 to 23-24		
	#	%

TELPAS Growth 22-23 to 23-24		
Progressed 1 Level	96	23.13
Progressed 2 or More Levels	9	2.17
Totals	105	25.3

College, Career & Military Readiness Indicators – CCMR Annual Graduates for Accountability

It is expected that all high school students graduate having met at least one CCMR indicator to be well-prepared after high school.

CCMR - Hendrickson HS			
	Class of 2021	Class of 2022	Class of 2023
CCMR Graduates	64%	65%	72%

Student Learning Strengths

Students continue to improve on STAAR EOC compared to the spring of 2023.

Advanced Placement participation and performance increased from Spring 2023 to Spring 2024

The majority (64%) of Emergent Bilingual (EB) students moved up at least one proficiency on the TELPAS exam.

College, Career & Military Readiness Indicators improved by 7%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 16% of students are not passing the STAAR EOC Algebra I exam. **Root Cause:** A more intensive program to help students pass Algebra I STAAR EOC

Problem Statement 2 (Prioritized): Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance. **Root Cause:** The campus continues to push students to take at least one AP class every year.

Problem Statement 3 (Prioritized): Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators. **Root Cause:** Most students achieved their CCMR on their TSI, AP, or SAT exams.

Problem Statement 4 (Prioritized): Students who are not currently performing on level need interventions to help close their learning gaps. **Root Cause:** Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

School Processes & Programs

School Processes & Programs Summary

The PLCs at HHS develop how to teach the curriculum after looking at the district's scope and sequence. The professional development of the campus is based on the needs of the teachers and bringing in new district initiatives. The campus has a Principal Leadership Team comprised of department chairs that help guide the decision-making process and inform and gather insight from all department members. The administration team is made up of a principal, an associate principal, and five assistant principals. Each administrator is in charge of a department and the five assistant principals are split by last name and are paired with a counselor to serve each student. The schedule is set up so that all content teachers have common planning times. Every staff member has the opportunity to lead extracurriculars at Hendrickson. The campus provides each student with a laptop. The plan is to utilize technology to better understand the content.

School Processes & Programs Strengths

The school has not had much turnover concerning department chairs. The core members of the Principal Leadership Team are mostly veteran teachers and staff who have served the campus for more than 5 years. The campus has strong PLCs that continue to improve on the work to ensure student achievement improves year to year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All staff members want to be involved in decision-making on the campus. **Root Cause:** Staff need to be informed about decisions that are to be made in the future.

Perceptions

Perceptions Summary

The staff of Robert E. Hendrickson High School believes that all students can achieve and go beyond their High School goals. Hendrickson prides itself on taking all students to the next level.

During the 2023-2024 school year, 94.8% of our student population attended school regularly. Our campus strives to implement strategies to encourage students to arrive on time and attend school daily in order to avoid missing vital instruction.

Based on the Upbeat survey data, parent-teacher communication dropped 3 points from fall to spring 2024. The other categories that went down 2 points were Instructional Leadership and School Safety & Order.

Student Discipline

	2021-22	2022-23	2023-24
Percentage of students with discipline	9%	9%	7%

Perceptions Strengths

The Upbeat data from the Fall of 2023 to the spring of 2024 showed a 7-point gain in the campus professional development. The biggest gain (12 points) was the professional development available to me helped me improve my teaching.

The attendance rate at Hendrickson has risen over the past three years. The school has worked hard to ensure that teachers provide engaging lessons and that students continue to be connected to at least one extracurricular club or organization.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and Teacher communication and Instructional Leadership showed negative gains from Fall to Spring **Root Cause:** Give teachers more tools to communicate and revisit the overall instructional plan at HHS

Problem Statement 2 (Prioritized): Supporting teachers helps retain teachers. **Root Cause:** Quality professional development leads to teacher retention.

Priority Problem Statements

Problem Statement 1: Parent and Teacher communication and Instructional Leadership showed negative gains from Fall to Spring

Root Cause 1: Give teachers more tools to communicate and revisit the overall instructional plan at HHS

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 16% of students are not passing the STAAR EOC Algebra I exam.

Root Cause 2: A more intensive program to help students pass Algebra I STAAR EOC

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance.

Root Cause 3: The campus continues to push students to take at least one AP class every year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators.

Root Cause 4: Most students achieved their CCMR on their TSI, AP, or SAT exams.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Supporting teachers helps retain teachers.

Root Cause 5: Quality professional development leads to teacher retention.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: All staff members want to be involved in decision-making on the campus.

Root Cause 6: Staff need to be informed about decisions that are to be made in the future.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students who are not currently performing on level need interventions to help close their learning gaps.

Root Cause 7: Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

Problem Statement 7 Areas: Student Learning

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data

Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: Hendrickson High School will provide team building, professional learning, and support as we continue to create the culture and systems to retain current staff at 85% or more by June 2025.

Evaluation Data Sources: Current staff roster

Strategy 1 Details	Reviews			
<p>Strategy 1: Hendrickson staff will focus on the continued implementation of consistent campus-wide PLC systems through training and coaching based on data.</p> <p>Strategy's Expected Result/Impact: Support the PLC process throughout the school year.</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Hendrickson High School administration team and teacher representatives will participate in interviews as a committee to recommend highly qualified and diverse staff members.</p> <p>Strategy's Expected Result/Impact: Recruiting and hiring will involve the majority of staff.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated Professional Learning will be provided during the 2024-25 school year through department-level PLCs, staff meetings, and district/campus Professional Development days.</p> <p>Strategy's Expected Result/Impact: Professional development will be rigorous and relevant to the staff.</p> <p>Staff Responsible for Monitoring: Administrators, and staff that present professional learning.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: All staff members want to be involved in decision-making on the campus. Root Cause: Staff need to be informed about decisions that are to be made in the future.
Perceptions
Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: Hendrickson will recruit highly effective teachers to replace vacancies in the Spring of 2025.

Evaluation Data Sources: Attendance at job fairs by administration

Strategy 1 Details	Reviews			
Strategy 1: Hendrickson will attend all district and local job fairs to recruit highly-effective teachers for the campus. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.

Goal 2: PfISD will build a foundation of reading and math.


Performance Objective 1: By June 2025, there will be increases in Growth and Meets Grade Level performance on STAAR Algebra I EOC tests for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:


- Math Academic Growth from 84% to 89%
- Approaches from 86% to 93%
- Meets from 56% to 66%
- Masters from 15% to 25%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will be available after school on Mondays and Thursdays to help students improve their Math skills.</p> <p>Strategy's Expected Result/Impact: Improve student's math skills</p> <p>Staff Responsible for Monitoring: Administrators and Department Chairs</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intensified Algebra was added as a course offering to assist students who have struggled on previous STAAR Math exams.</p> <p>Strategy's Expected Result/Impact: Improved math outcomes</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All HHS students will have extra help in Math and other subjects after school twice a week</p> <p>Strategy's Expected Result/Impact: Improved math outcomes</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 16% of students are not passing the STAAR EOC Algebra I exam. **Root Cause:** A more intensive program to help students pass Algebra I STAAR EOC

Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. **Root Cause:** Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2025, there will be increases in Growth and Meets Grade Level performance on STAAR English I and English II EOC tests for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 78% to 83%
- Approaches from 89% to 92%
- Meets from 79% to 82%
- Masters from 26% to 29%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in explicit instruction of reading comprehension strategies in ELA classes. Strategy's Expected Result/Impact: Increased ELA scores on STAAR, campus, and district assessments. Staff Responsible for Monitoring: ELA Department Head, Associate Principal, and ELA Supervising Administrator Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in content related critical reading across all subject areas at least once during the week. Strategy's Expected Result/Impact: Establish a reading culture and additional layer of support for student assessments administered in grades 9-12. Staff Responsible for Monitoring: Associate Principal, Campus Department Heads, and Campus Supervising Administrators. Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer online instructional programs to monitor student reading progress for enrichment and intervention support. Strategy's Expected Result/Impact: Increased district, campus, and college assessment scores. Staff Responsible for Monitoring: Associate Principal, Intervention/Testing Administrator, ELA Department Head. Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance. **Root Cause:** The campus continues to push students to take at least one AP class every year.





Problem Statement 3: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators. **Root Cause:** Most students achieved their CCMR on their TSI, AP, or SAT exams.

Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. **Root Cause:** Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: ELA will retain 90% of students in the advanced academics pathways throughout their time at HHS.

Evaluation Data Sources: Course selections, SchoolLinks

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities on the master calendar and in planned meetings to allow advanced academic and on-level teachers opportunities to collaborate.</p> <p>Strategy's Expected Result/Impact: Sustain students in advanced/AP classes, increase AP participation, and prevent high enrollment numbers in on-level classes.</p> <p>Staff Responsible for Monitoring: Administrators and Department heads.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 2024-2025 school year, provide ELA teachers with students' course selections to foster discussions with students and their families about course expectations.</p> <p>Strategy's Expected Result/Impact: Sustain enrollment numbers in advanced courses, additional knowledge/support for families, and increase AP participation.</p> <p>Staff Responsible for Monitoring: Department Head and Administrative Team</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance. Root Cause: The campus continues to push students to take at least one AP class every year.</p>
Perceptions
<p>Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.</p>

Goal 2: PfISD will build a foundation of reading and math.





Performance Objective 4: By June 2025, there will be an increase in Meets Grade Level performance on STAAR U.S. History EOC tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 96% to 98%
- Meets from 81% to 90%
- Masters from 56% to 70%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: US History teachers will increase critical writing opportunities to prepare for the new questions on the US History STAAR exam.</p> <p>Strategy's Expected Result/Impact: Increased meets and masters percentages for the US History STAAR.</p> <p>Staff Responsible for Monitoring: Department and Administrators.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: US History teachers will increase critical writing opportunities to prepare for the new questions on the US History STAAR exam.</p> <p>Problem Statements: Student Learning 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Social Studies Advanced Academic courses will increase participation numbers by 3% to help students earn a qualifying score.</p> <p>Strategy's Expected Result/Impact: Qualifying scores</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase writing assignments in all Social Studies classes with a focus on underclassmen to help students write critically to diverse texts.</p> <p>Strategy's Expected Result/Impact: Improved confidence in student performance, sustain and/or increase enrollment in Social Studies Advanced Courses.</p> <p>Staff Responsible for Monitoring: Department Head, Advanced Academic Lead, and Administrators.</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance. Root Cause: The campus continues to push students to take at least one AP class every year.</p>
<p>Problem Statement 3: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators. Root Cause: Most students achieved their CCMR on their TSI, AP, or SAT exams.</p>
<p>Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. Root Cause: Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.</p>
Perceptions
<p>Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.</p>





Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: By June 2025, there will be an increase in Meets Grade Level performance on STAAR Biology EOC tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 98% to 99%
- Meets from 81% to 85%
- Masters from 31% to 50%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use Instructional Playlist based on Lead4ward strategies to incorporate higher order thinking and process TEKS.</p> <p>Staff Responsible for Monitoring: Biology Teachers and Administrators</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SummitK-12 material will be assigned weekly to increase rigor for pre-AP students to increase masters percentage.</p> <p>Staff Responsible for Monitoring: Biology Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group intentional advisory (TALON) classes will be used throughout the year to work with our student groups participating in special programs. Vocabulary will be stressed as well as objectives that need to be spiraled throughout the year based on progress monitoring of students.</p> <p>Staff Responsible for Monitoring: Science Teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning





Problem Statement 2: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance. **Root Cause:** The campus continues to push students to take at least one AP class every year.

Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. **Root Cause:** Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 6: By June 2025, Hendrickson HS will increase growth and performance by 5% in all tested areas to include STAAR, AP, TSIA, SAT, and PSAT outcomes.

Evaluation Data Sources: STAAR, AP, TSIA, SAT, PSAT

Strategy 1 Details	Reviews			
Strategy 1: Provide At-Risk student assistance after school in the library to assist students in class work, tests, prep, and homework.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students with Intervention math and reading. Two teachers are dedicated to teaching only at-risk students using SCE funds. Staff Responsible for Monitoring: Reading and Intensified Algebra teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Work with PLCs using data to set growth targets with individual students. Staff Responsible for Monitoring: PLCs, administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: The percentage of Class of 2024 Graduates who meet the criteria for College Career Military Readiness (CCMR) will increase from 72% to 88% for Class of 2025 Graduates.

HB3 Goal

Evaluation Data Sources: Accountability reports

HB3 Goals are set to meet Accountability CCMR ratings of A (minimum 88%) by Class of 2029 (see also addendums for CCMR goals by student group):

TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 84%)





TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 88%)

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 89%)

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 90%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 91%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 92%)

Strategy 1 Details	Reviews			
Strategy 1: Senior students will attend advisory until the student has gained CCMR. Staff Responsible for Monitoring: Administration and Counselors Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to work with students on TSIA testing through College and Career Centers & Student Advising Strategy's Expected Result/Impact: Give all students an opportunity to take the TSIA multiple times. Staff Responsible for Monitoring: CCC counselor Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 3: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators. **Root Cause:** Most students achieved their CCMR on their TSI, AP, or SAT exams.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: CTE courses that offer an industry-based Certification will have a 95% participation rate and 5%-10% gain in overall passing rates.

Evaluation Data Sources: HHS CTE Program Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Have all teachers of courses that have an Industry Certification commit to a date that theirs will be administered.</p> <p>Strategy's Expected Result/Impact: This will guide the scope and sequence for the teachers to prepare the students for the IBC exams.</p> <p>Staff Responsible for Monitoring: CTE Teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: IBC Teachers will submit exam date for the campus to upload to master and assessment calendar.</p> <p>Strategy's Expected Result/Impact: Improved IBC passing rate and participation numbers.</p> <p>Staff Responsible for Monitoring: CTE Campus Administrator/Associate Principal, CTE Department Head, and Principal.</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: IBC teachers will maintain and submit a list of all students testing for certification.</p> <p>Strategy's Expected Result/Impact: Increase participation and allow for opportunities for interventions or enrichment as needed.</p> <p>Staff Responsible for Monitoring: CTE Administrator/Associate Principal, CTE Department Head, and Principal.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators. **Root Cause:** Most students achieved their CCMR on their TSI, AP, or SAT exams.





Perceptions

Problem Statement 2: Supporting teachers helps retain teachers. **Root Cause:** Quality professional development leads to teacher retention.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2025, Hendrickson student attendance rate will increase 1.2% from 94.8% in 2023-2024 to 96%. The rate of Chronic Absenteeism will be reduced by 3.7% from the estimated 2023-2024 rate of 13.7% to 10%.

Evaluation Data Sources: ADA Reports, Chronic Absenteeism rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will communicate with families of students who have issues showing up to school. Staff Responsible for Monitoring: Assistant Principals, Attendance Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students with prior years of attendance issues will be put on an attendance contract. This contract will be specific to the needs of the individual students. In order to prevent students from dropping out of school, the administrators and counselors will engage the family to ensure that graduation is the best option. Strategy's Expected Result/Impact: Improve attendance with students that have had poor attendance in the past. Staff Responsible for Monitoring: Assistant Principals and Counselors Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. Root Cause: Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.</p>
Perceptions
<p>Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2024-2025 school year, HHS will reduce the disproportionality rates by 5% in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS), across all student groups, specifically for African American students, students receiving special education services, and African American students receiving special education services.

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: All of the staff and students will receive training on all of the campus-wide expectations. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Hendrickson HS will increase parental involvement by 20% from 10% of parents participating throughout the 2024-2025 school in the Parent University sessions held by counselors designed to improve school performance and school outcomes.

Evaluation Data Sources: Sign-in sheets, increased academic outcomes





Strategy 1 Details	Reviews			
Strategy 1: We will provide more options than the live meeting, including recording the presentation and emailing out the information. Staff Responsible for Monitoring: Administration, counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Hendrickson High School's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from B to A or above
- Domain 1 Rating will improve from B to A or above
- Domain 2 Rating will improve from B to A or above
- Domain 3 Rating will improve from A to A or above

Evaluation Data Sources: Accountability reports

Strategy 1 Details	Reviews			
Strategy 1: PLCs will use data from the previous year to set individual improvement plans for each of their students in the tested areas. Staff Responsible for Monitoring: Math, ELA, Social Studies, and Science Teachers. Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math and ELA teachers will look at student growth and monitor student's progress towards growth using formative and summative assessments throughout the year. Staff Responsible for Monitoring: Math and ELA teachers Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps. Root Cause: Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.
Perceptions
Problem Statement 2: Supporting teachers helps retain teachers. Root Cause: Quality professional development leads to teacher retention.

State Compensatory

Budget for Hendrickson High School

Total SCE Funds: \$137,002.88

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Two staff member's salaries are paid with SCE funds. One teacher teaches reading to At-Risk students. The other teacher teaches Intensified Algebra to AT-Risk Math students. The rest of the funding is used for classroom resources and after-school tutorials.

Personnel for Hendrickson High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Macie Alston	Math Teacher	1
Sadaf Bari	Reading Teacher	1

Plan Notes

CCMR Graduates Campus Goals - Hendrickson HS

The percentage of Graduates that meet one or more indicators for CCMRs will increase from **72% for the Class of 2023 to 92% for the Class of 2029.**

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 (2023 Accountability Reports - Actual Outcomes for Goal-Setting)	Class of 2023 (Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
65%	72%	84%	88%	89%	90%	91%	92%

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR

(Accountability Domain 3: Closing the Gaps Outcomes for Each Student Group Evaluated)

CCMR Graduates Campus Goals - Hendrickson HS

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 <small>(Actual Outcomes for Goal-Setting)</small>	45%	57%	72%	n/a	88%	n/a	69%	55%	57%	55%	83%	n/a	70%
Class of 2023 <small>(Actual Outcomes for Goal-Setting)</small>	62%	68%	81%	n/a	88%	n/a	67%	69%	58%	63%	94%	n/a	74%
Class of 2024	65%	71%	82%	n/a	89%	n/a	70%	72%	61%	66%	95%	n/a	77%
Class of 2025	68%	72%	83%	n/a	90%	n/a	73%	75%	64%	69%	96%	n/a	78%
Class of 2026	71%	74%	84%	n/a	91%	n/a	75%	78%	67%	70%	97%	n/a	79%
Class of 2027	72%	76%	85%	n/a	92%	n/a	76%	80%	74%	71%	98%	n/a	80%
Class of 2028	75%	78%	86%	n/a	93%	n/a	79%	83%	79%	74%	99%	n/a	83%
Class of 2029	88%	88%	88%	n/a	94%	n/a	88%	88%	88%	88%	100%	n/a	88%

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

CCMR Graduates Campus Goals - Hendrickson HS

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

CCMR Graduates Campus Goals - Hendrickson HS

The percentage of Graduates that meet one or more indicators for CCMRs will increase from 72% for the Class of 2023 to 92% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 <small>(2023 Accountability Reports - Actual Outcomes for Goal-Setting)</small>	Class of 2023 <small>(Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)</small>	Class of 2024 <small>(Outcomes Reported in 2025 Accountability Ratings)</small>	Class of 2025 <small>(Outcomes Reported in 2026 Accountability Ratings)</small>	Class of 2026 <small>(Outcomes Reported in 2027 Accountability Ratings)</small>	Class of 2027 <small>(Outcomes Reported in 2028 Accountability Ratings)</small>	Class of 2028 <small>(Outcomes Reported in 2029 Accountability Ratings)</small>	Class of 2029 <small>(Outcomes Reported in 2030 Accountability Ratings)</small>
65%	72%	84%	88%	89%	90%	91%	92%

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR (Accountability Domain 3: Closing the Gaps Outcomes for Each Student Group Evaluated)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus <small>(Eco Dis, EB, SPED, Foster, Migrant, Homeless)</small>	Emergent Bilingual <small>(Current & Monitored)</small>	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
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Class of 2026	71%	74%	84%	n/a	91%	n/a	75%	78%	67%	70%	97%	n/a	79%
Class of 2027	72%	76%	85%	n/a	92%	n/a	76%	80%	74%	71%	98%	n/a	80%
Class of 2028	75%	78%	86%	n/a	93%	n/a	79%	83%	79%	74%	99%	n/a	83%
Class of 2029	88%	88%	88%	n/a	94%	n/a	88%	88%	88%	88%	100%	n/a	88%

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

CCMR Targeted Strategies

Strategies must be included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.