Pflugerville Independent School District

Hendrickson High School

2026-2027

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies



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

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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 37% of students who identify as Hispanic. The remaining student population is 31% White, 15% African American, 9% Asian, and 6% Two or more races. Hendrickson has 212 students identified as Gifted and Talented, 305 who are Section 504, 193 Special Education students, and 142 who are emergent bilinguals (EB). The attendance rate in 2025-2026 for Hendrickson was 94.7%, up .5% from 2022-2023. The graduation rate for the Class of 2022 and 2021 was 97%. 21% of the Hendrickson staff have more than 20 years of teaching experience.

	2023-2024	2024-2025	2025-2026
Female	49%	48%	48%
Male	50%	51%	51%
Hispanic-Latino	37%	37%	37%
Asian	8%	10%	10%
Black - African American	14%	15%	15%
White	31%	31%	31%
Two-or-More	6%	6%	6%

Special Programs

	2023-2024	2024-2025	2025-2026
Dyslexia	5%	7%	7%
Gifted and Talented	10%	10%	10%
Section 504	14%	15%	15%
Special Education	9%	9%	9%
Emergent Bilingual	7%	7%	7%
Homeless	.5%	.75%	.75%

Attendance Rate

2024-25	94.7%
2023-24	94.8%
2022-23	94.3%

Chronic Absenteeism

2024-25	
2023-24	12%
2022-23	15.3%

Demographics Strengths

Hendrickson High School demonstrates significant demographic strengths that contribute to a diverse, inclusive, and high-achieving school community. The campus reflects the growing diversity of Pflugerville ISD, with a student population that is multicultural and representative of a wide range of backgrounds and perspectives. Hispanic students make up 37% of the student body, alongside 31% White, 15% African American, 9% Asian, and 6% identifying as two or more races. This diversity creates an environment where students are exposed to different cultures, experiences, and viewpoints, helping prepare them for success in a global society.

The campus also demonstrates a strong commitment to serving the needs of all learners. Hendrickson supports a broad range of student programs, including 212 identified Gifted and Talented students, 305 students receiving Section 504 services, 193 students in Special Education, and 142 Emergent Bilingual students. These numbers highlight the school's dedication to academic excellence, inclusion, and individualized support systems that ensure every student has opportunities to succeed.

In addition to its diverse student population, Hendrickson benefits from an experienced and stable staff, with 21% of teachers having more than 20 years of teaching experience. This veteran leadership provides students with high-quality instruction, mentorship, and consistency in the classroom.

The school's strong culture and student engagement are reflected in measurable outcomes. Hendrickson achieved a 94.7% attendance rate in 2025–2026, showing continued improvement over previous years, and maintained an impressive 97% graduation rate for the Classes of 2021 and 2022. These indicators demonstrate a campus culture focused on student connection, academic success, and long-term achievement.

Overall, Hendrickson High School's greatest demographic strengths lie in its diversity, inclusive programming, experienced educators, and strong student outcomes, all of which contribute to a positive and supportive learning environment where students are prepared to soar academically and personally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 30% of our students participate in SPED, 504 and EB
Root Cause: Special program enrollment is rising on our campus

Problem Statement 2: 18% of students did not pass the 2026 STAAR EOC Algebra I exam.
Root Cause: Need to provide more support to students who struggle with Math

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

Problem Statement 4: Students who are not currently performing at grade 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.

Problem Statement 5: The Class of 2027 only has 54% of the students who have met CCMR
Root Cause: Students are not able to pass the TSI, or get the qualifying score on SAT. The curriculum needs to be more aligned to help this issue.

Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed.
Root Cause: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache

Problem Statement 7: 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.

Student Learning

Student Learning Summary

End of Course STAAR EOC Spring 2025 compared to Spring 2026							
Subject	Approaches 2026	Meets 2026	Masters 2026	Approaches 2025	Meets 2025	Masters 2025	Difference
Algebra I	82%	47%	18%	83%	39%	15%	-1% Approaches, +8% Meets, +3% Masters
English I	86%	75%	26%	88%	83%	37%	-3% Approaches, -8% Meets, -11% Masters
English II	87%	80%	20%	90%	79%	16%	-3% Approaches, +1% Meets, +4% Masters
Biology	98%	87%	56%	96%	79%	34%	+2% Approaches, +8% Meets, +22% Masters
US History	98%	86%	60%	98%	83%	53%	0% Approaches, +3% Meets, +7% Masters

Graduations Rates

Class of 2024		
Class of 2023	Graduated	97.3%

Campus Advanced Placement Scores Over the Last Five Years

Five-Year School Summary: Advanced Placement Scores					
	2022	2023	2024	2025	2026
Total AP Students	584	731	780	776	786
Number of Exams	1,169	1,521	1,706	1923	1967
AP Students with Scores 3+	410	510	569	641	654
% of Total AP Students with Scores 3+	54.81	70.21	72.95	82.60	83.21

Summary - Hendrickson has 142 EB students, moved up at least 1 proficiency level on the TELPAS test.

TELPAS Growth 23-24 to 24-25		
Progressed 1 Level		
Progressed 2 or More Levels		
Totals		

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 2023	Class of 2024	Class of 2025
CCMR Graduates	72%	89%	90%

Student Learning Strengths

- Students continue to improve on STAAR EOC compared to the spring of 2025.
- Advanced Placement participation and performance increased from Spring 2025 to Spring 2026
- 15% of Emergent Bilingual (EB) students moved up at least one proficiency on the TELPAS exam.
- College, Career & Military Readiness Indicators remained high
- All Closing the Gaps interim targets for all evaluated student groups were met in the 2026 Accountability

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 18% of students did not pass the 2026 STAAR EOC Algebra I exam.
Root Cause: Need to provide more support to students who struggle with Math

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: Students who are not currently performing at grade 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.

Problem Statement 4: The Class of 2027 only has 54% of the students who have met CCMR
Root Cause: Students are not able to pass the TSI, or get the qualifying score on SAT. The curriculum needs to be more aligned to help this issue.

Problem Statement 5: Academic growth in Math has shown a positive upward trend, while growth in English Language Arts has declined. This discrepancy indicates a need to evaluate current instructional practices, interventions, and student supports in ELA to ensure balanced progress across core content areas.

Root Cause: Lack of differentiated instruction to meet diverse reading levels. Reduced student engagement or stamina in reading and writing tasks.

Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed.
Root Cause: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache

School Processes & Programs

School Processes & Programs Summary

Hendrickson High School is committed to building strong systems and collaborative processes that support student achievement, teacher growth, and campus-wide engagement. The campus utilizes Professional Learning Communities (PLCs) to guide instructional practices and curriculum implementation. PLC teams analyze the district scope and sequence, collaborate on instructional strategies, and develop aligned lessons and assessments to ensure consistency and rigor across all content areas.

Professional development at Hendrickson is intentionally designed around teacher needs, student data, and district initiatives. Staff members are provided opportunities for continuous learning that strengthen instructional practices, increase student engagement, and support evolving educational expectations.

Shared leadership is a key component of the campus culture. The Principal Leadership Team, made up of department chairs, plays an active role in the decision-making process by providing input, communicating campus initiatives, and gathering feedback from their departments. This collaborative structure ensures that staff voices are represented and that decisions are aligned with campus needs.

The administrative structure is organized to maximize support for students and staff. The leadership team consists of a principal, associate principal, and five assistant principals. Each administrator oversees a designated department, while the assistant principals are also assigned students by last name and paired with counselors to provide consistent academic, behavioral, and social-emotional support for every student.

Hendrickson's master schedule is intentionally designed so that content-area teachers have common planning periods, allowing teams to collaborate regularly on instruction, interventions, and student progress monitoring. In addition, the campus promotes student connection and school culture by encouraging all staff members to participate in and lead extracurricular activities.

Technology integration is another important component of the campus program. Every student is provided a laptop to support learning, collaboration, and access to instructional resources. The campus vision for technology is not simply access, but purposeful integration that helps students deepen their understanding of content and develop skills necessary for success beyond high school.

School Processes & Programs Strengths

Hendrickson High School demonstrates several strengths in its school processes and programs that contribute to a stable, collaborative, and student-focused learning environment. One of the campus's greatest strengths is the consistency and stability of leadership within departments. Hendrickson has experienced minimal turnover among department chairs, allowing the campus to maintain continuity in instructional practices, campus expectations, and long-term planning. This stability has helped build trust, strong relationships, and a shared vision across departments.

The Principal Leadership Team is another significant strength of the campus. Many of the core members are veteran educators and staff who have served Hendrickson for more than five years. Their experience and institutional knowledge provide consistency in leadership and allow the campus to make informed decisions focused on student achievement and school improvement. The collaborative nature of the leadership team also ensures that staff input is valued and that campus initiatives are effectively communicated throughout the school.

Additionally, Hendrickson's Professional Learning Communities (PLCs) are a strong component of the instructional program. PLC teams consistently collaborate to analyze student data, align curriculum, improve instructional strategies, and develop interventions that support student success. These teams have established a culture of continuous improvement and collective responsibility, helping ensure that student achievement continues to grow from year to year.

Overall, the campus's strong leadership continuity, collaborative culture, and effective PLC processes create a solid foundation for sustained academic success and ongoing school

improvement.

Problem Statements Identifying School Processes & Programs Needs

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.

Problem Statement 2: All staff members will use all of the tools provided by the campus to communicate with families.
Root Cause: There is a lack of consistent expectations, training, and accountability around family communication tools.

Problem Statement 3: Over 30% of our students participate in SPED, 504 and EB
Root Cause: Special program enrollment is rising on our campus

Problem Statement 4: The Class of 2027 only has 54% of the students who have met CCMR
Root Cause: Students are not able to pass the TSI, or get the qualifying score on SAT. The curriculum needs to be more aligned to help this issue.

Problem Statement 5: Academic growth in Math has shown a positive upward trend, while growth in English Language Arts has declined. This discrepancy indicates a need to evaluate current instructional practices, interventions, and student supports in ELA to ensure balanced progress across core content areas.
Root Cause: Lack of differentiated instruction to meet diverse reading levels. Reduced student engagement or stamina in reading and writing tasks.

Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed.
Root Cause: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache

Problem Statement 7: Supporting teachers helps retain teachers.
Root Cause: Quality professional development leads to teacher retention.

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.

Perceptions Strengths

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: Supporting teachers helps retain teachers.
Root Cause: Quality professional development leads to teacher retention.

Problem Statement 2: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed.
Root Cause: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache

Problem Statement 3: All staff members will use all of the tools provided by the campus to communicate with families.
Root Cause: There is a lack of consistent expectations, training, and accountability around family communication tools.

Goals

Goal 1: Goal 1
PfISD 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 2027.

Evaluation Data Sources: Current staff roster

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 7: 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.
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.
Problem Statement 2: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.
Perceptions
Problem Statement 3: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.

Goal 1: 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 2027.

Evaluation Data Sources: Attendance at job fairs by administration

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 7: 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.
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.

Goal 2: Goal 2

PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR Algebra I EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 78% to 85%
-Approaches from 87% to 92%
-Meets from 53% to 58%
-Masters from 13% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over 30% of our students participate in SPED, 504 and EB **Root Cause**: Special program enrollment is rising on our campus
Problem Statement 2: 18% of students did not pass the 2026 STAAR EOC Algebra I exam. **Root Cause**: Need to provide more support to students who struggle with Math
Problem Statement 4: Students who are not currently performing at grade 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.
Student Learning
Problem Statement 1: 18% of students did not pass the 2026 STAAR EOC Algebra I exam. **Root Cause**: Need to provide more support to students who struggle with Math
Problem Statement 3: Students who are not currently performing at grade 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
Problem Statement 3: Over 30% of our students participate in SPED, 504 and EB **Root Cause**: Special program enrollment is rising on our campus

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

Performance Objective 2: By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR English I and English II EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 70% to 80%
-Approaches from 88% to 93%
-Meets from 77% to 82%
-Masters from 24% to 29%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Students who are not currently performing at grade 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.
Student Learning
Problem Statement 3: Students who are not currently performing at grade 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: 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

Performance Objective 3 Problem Statements:

Demographics
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**: The campus continues to push students to take at least one AP class every year.

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.

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

Performance Objective 4: By June 2027, there will be increases in Achievement at all performance levels on STAAR U.S. History EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 98% to 100%
-Meets from 86% to 90%
-Masters from 60% to 65%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Students who are not currently performing at grade 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.
Student Learning
Problem Statement 3: Students who are not currently performing at grade 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.
Problem Statement 5: Academic growth in Math has shown a positive upward trend, while growth in English Language Arts has declined. This discrepancy indicates a need to evaluate current instructional practices, interventions, and student supports in ELA to ensure balanced progress across core content areas. **Root Cause**: Lack of differentiated instruction to meet diverse reading levels. Reduced student engagement or stamina in reading and writing tasks.
School Processes & Programs
Problem Statement 5: Academic growth in Math has shown a positive upward trend, while growth in English Language Arts has declined. This discrepancy indicates a need to evaluate current instructional practices, interventions, and student supports in ELA to ensure balanced progress across core content areas. **Root Cause**: Lack of differentiated instruction to meet diverse reading levels. Reduced student engagement or stamina in reading and writing tasks.

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

Performance Objective 5: By June 2027, there will be increases in Achievement at all performance levels on STAAR Biology EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 98% to 100%
-Meets from 87% to 90%
-Masters from 56% to 60%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 6: By June 2027, 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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 5: The Class of 2027 only has 54% of the students who have met CCMR **Root Cause**: Students are not able to pass the TSI, or get the qualifying score on SAT. The curriculum needs to be more aligned to help this issue.
Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed. **Root Cause**: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache
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School Processes & Programs
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Perceptions
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Goal 3: Goal 3

PfISD will connect high school to career and college.

Performance Objective 1: To meet PfISD's 3E Promise of preparing all students for Employment, Enrollment or Enlistment after high school, the percentage of Class of 2027 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 92%. By Class of 2029, 100% of Graduates will be CCM-ready.

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school. Goals also align to an accountability CCMR rating of "A" (minimum 88%) (see also addendums for CCMR goals by student group):

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 92%) - Reset to meet 3E Promise
TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 95%)
TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 97%)
TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed. **Root Cause**: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teache
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Goal 3: 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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: The Class of 2027 only has 54% of the students who have met CCMR **Root Cause**: Students are not able to pass the TSI, or get the qualifying score on SAT. The curriculum needs to be more aligned to help this issue.
Student Learning
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Goal 4: Goal 4
PfISD will improve low performing schools.

Performance Objective 1: By June 2027, Hendrickson's student attendance rate will increase from 94.7% in 2025-2026 to 95%.
The rate of Chronic Absenteeism will be reduced by 3.7% from the estimated 2024-2025 rate of 14.2% to 10%.

Evaluation Data Sources: ADA Reports, Chronic Absenteeism rate

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.
Perceptions
Problem Statement 3: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.

Goal 4: Goal 4
PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 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

Goal 4: 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 2025-2026 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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.
Perceptions
Problem Statement 3: All staff members will use all of the tools provided by the campus to communicate with families. **Root Cause**: There is a lack of consistent expectations, training, and accountability around family communication tools.

Goal 4: Goal 4
PfISD will improve low performing schools.

Performance Objective 4: Hendrickson High School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will maintain at A
-- Domain 1 Rating will maintain at A
-- Domain 2 Rating will improve from B to A
-- Domain 3 Rating will maintain at A

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 18% of students did not pass the 2026 STAAR EOC Algebra I exam. **Root Cause**: Need to provide more support to students who struggle with Math
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**: The campus continues to push students to take at least one AP class every year.
Problem Statement 4: Students who are not currently performing at grade 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.
Student Learning
Problem Statement 1: 18% of students did not pass the 2026 STAAR EOC Algebra I exam. **Root Cause**: Need to provide more support to students who struggle with Math
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: Students who are not currently performing at grade 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.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

CCMR Graduates Campus Goals - Hendrickson HS

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 89% for the Class of 2024 to 100% 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)	Goals Reset to Meet PfISD 3E Promise	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%		92%	95%	97%	100%
Actual Outcomes		89%	90%					

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

	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 (Actual Outcomes for Goal-Setting)	45%	57%	72%	n/a	88%	n/a	69%	55%	57%	55%	83%	n/a	70%
Class of 2023 (Actual Outcomes for Goal-Setting)	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%
Actual Outcomes: Class 2024	83%	83%	93%	n/a	100%	n/a	94%	84%	85%	80%	86%	n/a	92%
Class of 2025	68%	72%	83%	n/a	90%	n/a	73%	75%	64%	69%	96%	n/a	78%
Actual Outcomes: Class 2025	82%	87%	92%	n/a	100%	n/a	88%	87%	75%	86%	91%	n/a	91%
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	88%	88%	94%	n/a	100%	n/a	95%	88%	89%	85%	90%	n/a	94%
Actual Outcomes: Class 2026				n/a		n/a						n/a	
Class of 2027	94%	93%	96%	n/a	100%	n/a	97%	92%	92%	90%	93%	n/a	96%
Actual Outcomes: Class 2027				n/a		n/a						n/a	
Class of 2028	99%	98%	98%	n/a	100%	n/a	98%	96%	96%	95%	97%	n/a	98%
Actual Outcomes: Class 2028				n/a		n/a						n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029				n/a		n/a						n/a	

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