Plano Independent School District

Hedgcoxe Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Hedgcoxe Elementary School is committed to developing responsible citizens by creating an engaging, caring learning community based on trust and the celebration of one another.

Vision

Take care of yourself.

Take care of others.

Take care of Hedgcoxe!

Value Statement

Vision

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

Mission

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

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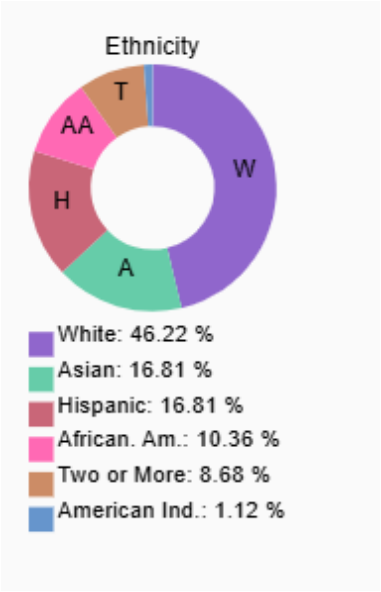
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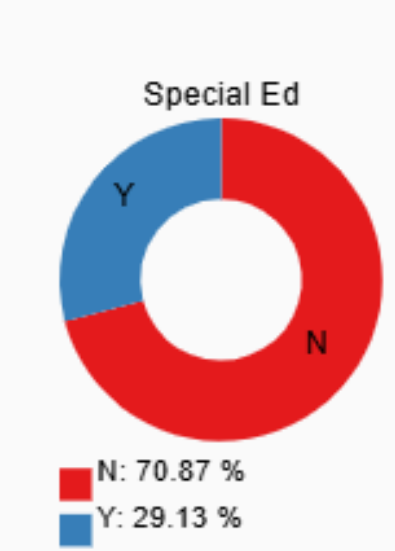
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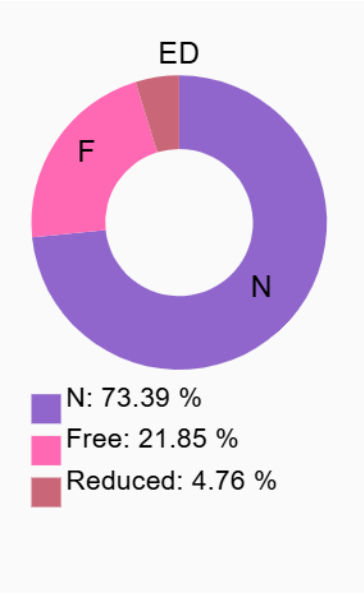
Comprehensive Needs Assessment

Demographics

Summary







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

Strengths

Hedgcoxe serves a diverse, culturally valued student population with stable staff-to-student ratios, high attendance (95–97%), and minimal discipline placements (less than 2% internal, under 1% out-of-campus). While overall enrollment has slightly decreased within an expected range, demographic trends reveal key shifts: Economically Disadvantaged students have grown to 25% of the campus, and Special Education enrollment has climbed to 29% alongside an increase in late-year referrals. Moving forward, the campus's greatest strength remains its inclusive community culture, while its primary growth need centers on building targeted support systems for its expanding Special Education and Economically Disadvantaged populations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The enrollment of students identified for special education has drastically increased even though student enrollment over all has decreased	Hedgcoxe is identifying more students as a result of improved MTSS processes which has led to a strain on resources (staff, time).

★ = Priority

Student Learning

Summary

Math:
The MAP assessment data shows strong performance in upper elementary, with all quintiles in Grade 3 hitting the 120 mark and all quintiles in Grade 4 passing it, while Grade 5 experienced extraordinary, off-the-chart growth in quintiles 3 and 4; however, K-2 growth rates lagged behind both grades 3-5 and the district average. In the STAAR data, Hedgcoxe outperformed the district in the 3rd to 4th grade transition with a Did Not Meet (DNM) rate of 17% compared to the district's 26%, and the 4th to 5th grade progression saw a notable increase in Masters-level performance from 28% to 38%, though an increase in the DNM category was observed in the 5th to 6th grade transition.

Reading:

Hedgcoxe Elementary demonstrates strong overall achievement in reading, with notable cohort growth and low overall failure rates compared to district averages. However, targeted instructional focus is needed in specific grade-level Quintiles on MAP growth assessments.

Key Insights:

- **STAAR Achievement & Cohort Growth:** Overall, Hedgcoxe outperforms district averages in preventing failing rates (Did Not Meet / DNM). Performance in 5th grade shows substantial trajectory improvement, leading to a drop in non-passing rates to **6% by 6th grade** compared to the district's 16%.
- **MAP Performance Trends:** Grades 3 and 4 show well-rounded mastery across all achievement quintiles. Early grades (K–2) and 5th Grade display concentrated pockets of underperformance (specifically in Quintile 5 for 5th Grade and Quintiles 2, 4, & 5 across K–1), indicating a need for early-intervention reading support and targeted extension.

Science:

Based on the new data, all quintiles for the 5th graders grew and passed the 120 district marker, with quintiles 1 through 4 showing off-the-charts growth, though 4 students are currently projected to Did Not Meet (DNM), all while keeping in mind that the STAAR Science grading scale has not yet been released.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Hedgcoxe student achievement data shows a need to maintain/increase growth for students in all Quintiles, thus increasing meets and masters performance on STAAR	The campus utilizes an inconsistent campus-wide framework for formative assessment routines and small-group instruction, leading teachers to independently adapt planning and resources to manage competing classroom behaviors and varying student independence levels

★ = Priority

School Processes & Programs

Summary

36% of HB 1416 kids met or exceeded the passing standard on STAAR.

Our campus has a wide variety of programs to allow students to develop strengths beyond just our core curriculum. From leadership through our student council, to art activities and even learning how to code or play chess. We offer diverse programs to our students and families throughout the year. Coding programs and robotics encapsulate the imagination and the interest of computer programming with our students. This year we will be offering a First Lego League for all students to apply to become a member of this competitive team in the realm of robotics. Additionally, our Student Council won the TEPSA leadership award this year again for its focus on developing student leaders in our school.As far as academic programs and processes, we have a robust MTSS program to help identify needs for all students. MTSS, Multiple Tiered Systems of Support, helps connect students with the services they may need from Special Education referrals to 504 accommodations, to even speech services, our team works hard to match student's needs with the appropriate services. This connection between all of our service areas is a strength of our Hedgcoxe staff and helps move all students to their highest potential.

What are our greatest needs?
SST to referrals (SPED or 504)- clarity needed on TIER 3 goals and documentation
PBIS implementation plan
Review 360 usage - effectively documenting behaviors (positive and corrective)

Strengths

Our campus has a wide variety of programs to allow students to develop strengths beyond just our core curriculum. From leadership through our student council, to art activities and even learning how to code or play chess. We offer diverse programs to our students and families throughout the year. Coding programs and robotics encapsulate the imagination and the interest of computer programming with our students. This year we will be offering a First Lego League for all students to apply to become a member of this competitive team in the realm of robotics. Additionally, our Student Council won the TEPSA leadership award this year again for its focus on developing student leaders in our school.As far as academic programs and processes, we have a robust MTSS program to help identify needs for all students. MTSS, Multiple Tiered Systems of Support, helps connect students with the services they may need from Special Education referrals to 504 accommodations, to even speech services, our team works hard to match student's needs with the appropriate services. This connection between all of our service areas is a strength of our Hedgcoxe staff and helps move all students to their highest potential.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Behavior incidents in common areas have significantly decreased due to established routines, whereas in-classroom behavior incidents have risen and overall behavioral documentation in Review360 remains inconsistent across staff.	The campus prioritized fixing common area behavior first, meaning classroom routines and teacher-student interaction guidelines haven't been formally built, agreed upon, or taught as a campus team yet

★ = Priority

Perceptions

Summary

The campus utilizes feedback information through the HRS surveys to identify student, parent, and staff perceptions.

Hedgcoxe meets or exceeds the benchmark for success across nearly every indicator, reflecting an overall healthy campus culture and effective instructional leadership.

- High Performers (4.00+): Internal staff satisfaction is exceptional (safety at 4.81–5.00, vision at 4.75+). Furthermore, parent perceptions remain in the "positive" range across all metrics (ranging from 3.40 to 4.41, averaging well above 3.50 overall), including safety (4.41) and collaborative culture (3.78).
- Recognition is Meeting the Bar: While students (3.84) and parents (3.74) scored Indicator 1.7 lower than staff did, both groups still exceed the 3.50 threshold, indicating that school success *is* being acknowledged adequately.

- The Single Red Flag (Indicator 1.6): The only metric on campus falling below the 3.50 standard is student perception of formal input channels (2.62).

HRS Level 1 Leading Indicators - February 2026 Summary — Hedgcoxe

The HRS Level 1 Leading Indicator Survey provides essential data needed to meet the first Critical Commitment of High Reliability Schools (implementing a Professional Learning Community process in every campus) and ensuring a safe and collaborative culture – school wide.

Leading Indicator	Administrator			Teacher/Staff			Student			Parent		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1.1 The faculty and staff perceive the school environment as safe and orderly.	2	5.00	0.00	26	4.81	0.42	155	4.48	0.72	32	4.41	0.90
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	2	4.43	0.62	26	4.57	0.58	155	4.13	1.13	32	3.68	0.73
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	2	4.30	0.46	26	4.25	0.79	155	4.47	0.77	32	3.76	0.54
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	2	4.61	0.49	26	4.70	0.51	155	4.34	0.78	32	3.78	0.42
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	2	4.50	0.50	26	4.34	0.78	155	3.95	0.92	32	3.62	0.68
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	2	4.06	0.78	26	4.22	0.85	155	2.62	1.32	32	3.40	0.83
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	2	4.50	0.50	26	4.39	0.74	155	3.84	1.02	32	3.74	0.57
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	2	4.50	0.63	26	4.32	0.81	155	4.40	0.75	32	3.60	0.60

Strengths

Utilizing the HRS survey to analyze perceptions, the campus is perceived as safe and successful through nearly all survey metrics, highlighted by exceptional staff ratings for safety, instructional vision, and collaboration. Parent perceptions consistently sit in the target range, confirming overall community satisfaction. The primary area requiring targeted growth is student input, where perception falls below the benchmark, signaling a need to establish clearer channels for student voice.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Behavior incidents in common areas have significantly decreased due to established routines, whereas in-classroom behavior incidents have risen and overall behavioral documentation in Review360 remains inconsistent across staff.	The campus prioritized fixing common area behavior first, meaning classroom routines and teacher-student interaction guidelines haven't been formally built, agreed upon, or taught as a campus team yet
2 ★	The enrollment of students identified for special education has drastically increased even though student enrollment over all has decreased	Hedgcoxe is identifying more students as a result of improved MTSS processes which has led to a strain on resources (staff, time).
3 ★	Hedgcoxe student achievement data shows a need to maintain/increase growth for students in all Quintiles, thus increasing meets and masters performance on STAAR	The campus utilizes an inconsistent campus-wide framework for formative assessment routines and small-group instruction, leading teachers to independently adapt planning and resources to manage competing classroom behaviors and varying student independence levels

★ = Priority

Priorities

Priority 1

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

Goal 1

85% of students will maintain or exceed expected growth in reading and math as measured by MAP and STAAR.

Performance Target: 85% of students will meet or exceed expected growth measures.

Expected Result: Students will meet growth expectations resulting in students being on grade level.

Strategy 1

The campus will:
- Utilizing the new Collaborative Framework Step by Step Guide to facilitate planning time as evidenced by campus collaborative planning agenda
- Integrate Depth and Complexity icons into instruction to support differentiated learning and promote critical thinking across all ability levels.
- Designate structured time during campus collaborative planning to strategically address Intervention, Enrichment, and Small Group instruction.
So that quintiles 1 & 2 are maintaining or accelerating their MAP projected growth percentage (fall to winter and fall to spring)

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

The campus will facilitate vertical team collaboration focused on aligning district curriculum and effectively implementing High Priority Knowledge and Skills (HPKS) strategies to meet the needs of diverse learners, at least every 2 months.

Staff Responsible for Monitoring: Team Leaders

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Campus Administration will meet and collaborate with the Power 6 PLC to unpack the needs of the students, create and share surveys with staff, analyze needs and assessment data, and utilize agreed upon resources and ideas to inform instruction focused around Quintile 1 & 2 students as measured through formative assessments, collaborative planning agendas and enrichment based professional development.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 4

Students who did not meet the passing standard on 2026 STAAR will receive accelerated instruction resulting in 50% or more of identified students (HB 1416) passing the 2027 STAAR.

Staff Responsible for Monitoring: Student Support Liaison

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Hedgcoxe student achievement data shows a need to maintain/increase growth for students in all Quintiles, thus increasing meets and masters performance on STAAR	The campus utilizes an inconsistent campus-wide framework for formative assessment routines and small-group instruction, leading teachers to independently adapt planning and resources to manage competing classroom behaviors and varying student independence levels

Goal 2

By the end of the 2026-2027 school year, gaps for Economically Disadvantaged and Special Education students projected pass rate will close by 5% or more from the baseline data from MAP.

Performance Target: Students receiving accelerated instruction will average the 50th percentile in MAP growth.

Expected Result: Students receiving accelerated instruction in Quintiles 3, 4 and 5 to meet or exceed the MAP testing projected growth report by the end of the year resulting in a 2% increase in the number of students scoring at Meet grades level on Reading, Math and Science STAAR.

Strategy 1

The campus will establish structured collaborative planning time between grade-level teachers and Special Education support staff to align instructional practices and Individualized Education Program (IEP) goals with grade-level TEKS.

Staff Responsible for Monitoring: Vertical Team Collaborative Agenda and Surveys
Collaborative Team Planning Agendas

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

November **February** **June**

Strategy 2

The campus will
- Implement targeted instructional time dedicated to intervention for students performing in Quintiles 3, 4, and 5 to accelerate academic progress.
- Provide structured enrichment opportunities for students in Quintiles 1 and 2 to extend learning and promote academic excellence.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The enrollment of students identified for special education has drastically increased even though student enrollment over all has decreased	Hedgcoxe is identifying more students as a result of improved MTSS processes which has led to a strain on resources (staff, time).

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Hedgcoxe student achievement data shows a need to maintain/increase growth for students in all Quintiles, thus increasing meets and masters performance on STAAR	The campus utilizes an inconsistent campus-wide framework for formative assessment routines and small-group instruction, leading teachers to independently adapt planning and resources to manage competing classroom behaviors and varying student independence levels

Priority 2

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

Goal 1

The attendance rates for all student groups will increase by 0.5 over the 2026-2027 school year to reach the campus-wide attendance.

Performance Target: The campus will increase the attendance rate from 96.1% to 96.4 % by the end of the school year.

Expected Result: The campus will decrease the number of students who are considered truant or have low attendance.

Strategy 1

The Leadership and Attendance Team will

- Create a campus-wide attendance goal and initiative for the start of the school year.
- Share attendance strategies with the parents and community through multiple mediums of communication.
- Implement a comprehensive action plan to improve school attendance.
- Identify stakeholders needing targeted support or coaching regarding attendance policies.

So that all student groups attendance rates are monitored promoting the goal of 96%.

Staff Responsible for Monitoring: Attendance Team

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Hedgcoxe student achievement data shows a need to maintain/increase growth for students in all Quintiles, thus increasing meets and masters performance on STAAR	The campus utilizes an inconsistent campus-wide framework for formative assessment routines and small-group instruction, leading teachers to independently adapt planning and resources to manage competing classroom behaviors and varying student independence levels

Goal 2

By the end of the 2026-2027 school year, classroom reported incidents (positive and negative) will be reported in Review 360 aligned with the PISD leveled guide.

Performance Target: Better academic performance due to engagement and decreased behavior requiring referrals. Engaged students are more likely to learn and achieve satisfactorily, contributing to improved academic performance and overall student success.

Expected Result: Classroom incidents will be documented consistently across grade levels.

Strategy 1

The campus will deliver targeted professional development centered on Positive Behavioral Interventions and Supports (PBIS) and the implementation of STOIC-based classroom routines and procedures.
This will include campus-wide calibration of behavioral expectations through the development of consistent, grade-level and classroom routines aligned with PBIS strategies.

Staff Responsible for Monitoring: Administrator

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Behavior incidents in common areas have significantly decreased due to established routines, whereas in-classroom behavior incidents have risen and overall behavioral documentation in Review360 remains inconsistent across staff.	The campus prioritized fixing common area behavior first, meaning classroom routines and teacher-student interaction guidelines haven't been formally built, agreed upon, or taught as a campus team yet