Plano Independent School District

Hendrick Middle School

2026-2027 Campus Improvement Plan

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Mission Statement

Our mission is to provide a caring and supportive learning environment preparing students to be responsible citizens able to meet the opportunities and challenges of the future with confidence and integrity.

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Comprehensive Needs Assessment

Demographics

Summary

Hendrick serves approximately 641 students and employs around 53 fulltime teachers. Our academic teams and departments convene regularly to address our students' academic and social needs. We offer a diverse elective program in technology, fine arts, athletics, and foreign languages aimed at providing students with numerous opportunities to explore their interests. We collaborate closely with parents to deliver a well-rounded education that emphasizes high academic achievement as well as the overall health and well-being of our students. Our teachers, counselors, and administrators are consistently available to partner with parents to support student success.

White - 25.59%

Hispanic - 34.48%

African American - 24.18%

Asian - 8.89%

Two or More - 6.55%

GT - 13.9%

ESL - 20.4%

Econ Dis - 52.8%

Special Education - 18.98%

504 - 11.57%

Strengths

- Diverse student population.

- Enrollment within each grade level is fairly equal across the board
- The percentage of special education students is similar across all grade levels
- We have a low student to staff ratio.

Student Learning

Summary

Goals are established for each student group to achieve high standards and reduce the performance gap relative to the All Students group. For any student group that currently falls below the All Students group, the goal for the 2026-2027 school year is to not only narrow this performance gap but also to meet the overall percentage increase in STAAR Meets Grade Level performance required for the All Students group. We also set goals for students who did not pass the STAAR assessment the previous year to meet or exceed one years growth at or above the district target of 50%.

Strengths

- Instructional Coaching during PLCs
- Mentor program for new teachers
- Intervention programs
- Individual student goal-setting and data review

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (math STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in math.
2 ★	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (reading STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in reading.
3 ★	Hendrick Middle School non-algebra 8th grade students trail the district in CCMR math readiness, with 19% on track to meet SAT benchmarks compared to 27% in Plano ISD (Pillar 2).	Eighth grade mathematics tasks are insufficiently aligned with the cognitive rigor necessary to meet CCMR benchmarks.

★ = Priority

School Processes & Programs

Summary

Professional development opportunities on campus are tailored to address specific needs identified through ongoing analysis of campus data. This continuous evaluation enables the team to make informed instructional decisions and develop learning plans that reflect student progress. The mentor liaison is dedicated to supporting all new teaching staff and ensuring they have access to the necessary resources to foster a productive learning environment. Additionally, all departments and teams collaborate with district support specialists to formulate effective instructional strategies during our regular Professional Learning Community (PLC) meetings.

Strengths

- New teacher mentor program
- Staff surveys
- Strong district curriculum
- Access to student data
- Access to technology resources
- Effective district support

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Analysis of campus behavior data reveals significant discipline disproportionality among student demographic groups (Pillar 4).	Inconsistent implementation of classroom management expectations, behavior intervention systems, and administrative follow-through are not applied consistently across all classrooms and grade levels.
2 ★	Campuswide chronic absenteeism reached 32.8%, significantly impacting consistent instructional engagement and student achievement (Pillar 4).	Campus attendance tracking and intervention systems lack structured, proactive processes for early outreach and sustained student engagement.

★ = Priority

Perceptions

Summary

As an educational institution, we collaborate with students, staff, and community members to deliver a well-rounded education that emphasizes both high academic performance and the overall health and well-being of our students and staff.

Strengths

- Sense of community and belonging
- Sense of security
- Multiple opportunities for students to get involved
- Recognition for student success in academic and extracurricular activities
- Strong involvement in extracurricular activities and campus events
- Active PTA
- Staff input is valued
- Collaboration between Administration and staff to meet student's needs

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (math STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in math.
2 ★	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (reading STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in reading.
3 ★	Hendrick Middle School non-algebra 8th grade students trail the district in CCMR math readiness, with 19% on track to meet SAT benchmarks compared to 27% in Plano ISD (Pillar 2).	Eighth grade mathematics tasks are insufficiently aligned with the cognitive rigor necessary to meet CCMR benchmarks.
4 ★	Analysis of campus behavior data reveals significant discipline disproportionality among student demographic groups (Pillar 4).	Inconsistent implementation of classroom management expectations, behavior intervention systems, and administrative follow-through are not applied consistently across all classrooms and grade levels.
5 ★	Campuswide chronic absenteeism reached 32.8%, significantly impacting consistent instructional engagement and student achievement (Pillar 4).	Campus attendance tracking and intervention systems lack structured, proactive processes for early outreach and sustained student engagement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Priorities

Priority 1

Pillar 1: Teaching & Learning - All Plano ISD students will be challenged to make appropriate individual growth through high-quality programming and instruction that is relevant, engaging, and differentiated to meet students' learning needs.

Strategic Performance 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

By the conclusion of the 2026-2027 academic year, at least 50% of targeted student populations--specifically Emergent Bilingual (EB), Special Education (SpEd), and HB 1416 math accelerated instruction students will demonstrate expected academic growth in mathematics as measured by the the state assessment, resulting in a reduction in the growth gap between these subgroups and the "All Students" group (Pillar 1).

Performance Target: At least 50% of students in targeted student populations (Emergent Bilingual, Special Education, and HB 1416) will make expected growth as measured on the May 2027 STAAR math assessment.

Expected Result: By December, at least 30% of students in each of the targeted student populations will show expected growth on MAP assessments. By May, at least 50% of students in each of the targeted student populations will show expected growth on MAP assessments. By June, the percentage of students in targeted student populations who show expected growth will meet or exceed 50%. on the 2027 math STAAR assessment.

Next Year's Recommendation: Add additional strategy to support direct MTSS Tier II intervention for targeted math students using Title I adult temp funds. Students will have ongoing small group support from a retired certified math teacher with a proven track record of growth.

Strategy 1

Facilitate weekly math PLC planning sessions to unpack TEKS cognitive rigor, embed daily SWIRL (Speaking, Writing, Interacting, Reading, Listening) language strategies, and create aligned Demonstrations of Learning (DOL) to monitor student progress.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration
District Math Instructional Coach

Evidence
PLC agendas
PLC planning documents
Observations and walkthrough data
Planning documents from campus-wide learning walks in the spring

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Facilitate monthly math PLC data analysis to track student growth and design responsive instruction to address learning gaps and identify students for tier 2 and 3 interventions.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration

Instructional Coaches
Campus Administration
District Math Instructional Coach

Evidence
Completed progress monitoring and data trackers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Using Title I funds, hire a certified part-time math instructor as an adult temp to facilitate small group interventions for students in targeted student populations.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

November	February	June

Strategy 4

Track the academic growth of students enrolled in the daily math lab class by monitoring the percentage of students meeting MAP growth targets at the beginning, middle, and end of the year.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (math STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in math.

Goal 2

By the conclusion of the 2026-2027 academic year, at least 50% of targeted student populations--specifically Emergent Bilingual (EB), Special Education (SpEd), and HB 1416 reading accelerated instruction students will demonstrate expected academic growth in reading as measured by the the state assessment, resulting in a reduction in the growth gap between these subgroups and the "All Students" group (Pillar 1).

Performance Target: At least 50% of students in targeted student populations (Emergent Bilingual, Special Education, and HB 1416) will make expected growth as measured on the May 2027 STAAR reading assessment.

Expected Result: By December, at least 30% of students in each of the targeted student populations will show expected growth on MAP assessments. By May, at least 50% of students in each of the targeted student populations will show expected growth on MAP assessments. By June, the percentage of students in targeted student populations who show expected growth will meet or exceed 50%. on the 2027 reading STAAR assessment.

Strategy 1

Facilitate weekly reading PLC planning sessions to unpack TEKS cognitive rigor, embed daily SWIRL (Speaking, Writing, Interacting, Reading, Listening) language strategies, and create aligned Demonstrations of Learning (DOL) to monitor student progress.

Staff Responsible for Monitoring: Campus administration and instructional coaches

Evidence
PLC agendas
PLC planning documents
Observations and walkthrough data
Planning documents from campus-wide learning walks in the spring

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Facilitate monthly reading PLC data analysis to track student growth and design responsive instruction to address learning gaps and identify students for tier 2 and 3 interventions.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration

Instructional Coaches
Campus Administration
District Math Instructional Coach

Evidence
Completed progress monitoring and data trackers

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Embed STAAR-aligned sentence stems and SIOP (Sheltered Instruction Observation Protocol) strategies daily in ELAR classrooms to support vocabulary acquisition and writing confidence for Emergent Bilingual and Special Education students.

Staff Responsible for Monitoring: Campus admin, instructional coaches

Evidence
PLC agendas
Team planning documentation

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 4

Track the academic growth of students enrolled in the daily reading lab class by monitoring the percentage of students meeting MAP growth targets at the beginning, middle, and end of the year.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Academic growth gaps persist across all grade levels between the All Student group and targeted student populations, specifically Emergent Bilingual, Special Education, and HB 1416 (reading STAAR accelerated instruction) students (Pillar 1).	Collaborative PLC data analysis, core instructional practices, and targeted tier 2/3 interventions lack consistent alignment with the needs of at-risk student populations in reading.

Priority 2

Pillar 2: Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Performance Objective 2.2: Provide improved marketing, communications and advising for students and families related to pathways for the future.

Goal 1

By May 2027, the percentage of non-algebra grades 6-8 students at Hendrick Middle School on track to meet CCMR SAT math readiness benchmarks will increase from 19% to 27% as measured by 8th grade MAP SAT projections (Pillar 2).

Performance Target: An 8 percentage point increase in non-algebra 8th grade students projected to meet CCMR SAT math readiness standards, closing the achievement gap between Hendrick Middle School (27%) and the Plano ISD average. The Asian subgroup will grow from 67% meets and above to 78% meets and above.

Expected Result: The number of students at demonstrating on track performance in on level math in eighth grade will increase preparing them for wider post secondary opportunities.

Strategy 1

Integrate daily math warm-ups explicitly aligned to SAT/CCMR rigor and lead4ward thinking stems across all grade level classrooms.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration
District Math Instructional Coaches

Evidence
PLC planning documents

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Utilize weekly math PLC planning sessions to design, embed, and analyze the effectiveness of task-based instructional strategies that foster student productive struggle and elevate

mathematical rigor.

Staff Responsible for Monitoring: Instructional Coaches
Campus Administration
District Math Instructional Coaches

Evidence
PLC planning documents
PLC data trackers

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Hendrick Middle School non-algebra 8th grade students trail the district in CCMR math readiness, with 19% on track to meet SAT benchmarks compared to 27% in Plano ISD (Pillar 2).	Eighth grade mathematics tasks are insufficiently aligned with the cognitive rigor necessary to meet CCMR benchmarks.

Priority 3

Pillar 4: Safety, Wellness, and Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Goal 1

By May 2027, campuswide implementation of Tier 1 Positive Behavioral Interventions and Supports (PBIS) and standardized classroom management protocols will result in a 25% reduction in disproportionate disciplinary referrals and consequences among targeted student demographic groups, as measured by monthly district behavioral reporting cycles (Pillar 4).

Performance Target: Achieve a 25% overall reduction in disciplinary referrals across targeted student demographic groups (African American males and Special Education students) as tracked by six week district behavioral reporting cycles.

Expected Result: Standardized Tier 1 PBIS protocols and proactive classroom management practices implemented across all classrooms, leading to consistent behavior expectations and equitable discipline outcomes for all student demographic groups.

Strategy 1

Review discipline data with staff each quarter to analyze trends.

Staff Responsible for Monitoring: PBIS Team
Campus Administration
Campus Leadership Team

Evidence
Quarterly Review 360 discipline data
Meeting notes

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Increase instructional walkthroughs and targeted coaching cycles to improve daily Tier 1 instruction and maintain positive classroom learning environments.

Staff Responsible for Monitoring: Campus Administration

Evidence
Feedback logs

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Provide professional learning on Ratio of Positive Interactions (RPI) and the Eight Basic Needs framework to increase campuswide implementation of Tier 1 PBIS positive reinforcement systems.

Staff Responsible for Monitoring: PBIS Team
Campus Administration

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

Establish a quarterly student recognition framework to celebrate positive behavioral choices and reinforce Tier 1 PBIS expectations.

Staff Responsible for Monitoring: PBIS Team
Campus Administration

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Analysis of campus behavior data reveals significant discipline disproportionality among student demographic groups (Pillar 4).	Inconsistent implementation of classroom management expectations, behavior intervention systems, and administrative follow-through are not applied consistently across all classrooms and grade levels.

Goal 2

By May 2027, campuswide chronic absenteeism will decrease from 32.8% to 20% or lower, resulting in increased student instructional engagement as measured by daily attendance data and quarterly district attendance reporting cycles (Pillar 4).

Performance Target: Decrease the chronic absenteeism rate across all grade levels to 20% or lower as measured by quarterly district attendance reporting cycles.

Expected Result: A structured campuswide attendance framework that proactively supports at-risk students, resulting in reduced chronic absenteeism and restored daily instructional participation.

Strategy 1

Implement quarterly grade level attendance incentives.

Staff Responsible for Monitoring: PBIS
Campus Administration

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Establish a structured attendance tracking system to monitor and deliver targeted interventions for students missing 10% or more of instructional time.

Staff Responsible for Monitoring: Assistant Principal
MTSS Team

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Campuswide chronic absenteeism reached 32.8%, significantly impacting consistent instructional engagement and student achievement (Pillar 4).	Campus attendance tracking and intervention systems lack structured, proactive processes for early outreach and sustained student engagement.

Committees

Committees

2026-2027 SBIC Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 27, 2026 @ 4:00 PM	Library	SBIC Meeting 1 Attendance.pdf	--

Members

First Name	Last Name	Position	Committee Role
AJ	Johnson	Student	Student Representative
Lori	White	Community Member	Community Member
Carmen	Laguardia	Sped Para	Support Staff Member
Amy	Barnett	Business Representative	Business Representative
Matt	Clark	Business Representative	Business Representative
Zorica	Trifkovic	Parent	Parent
Loretta	Smith	Parent	Parent
Lauren	Nemrava	Parent	Parent
Chelsea	Ray	Community Member	Community Member
Tanisha	Johnson	Parent	Parent
Kanna	Madero	Parent	Parent
Anna	Alaman Harvill	Student Management Coordinator	District Level Professional Staff
Victoria	Neal	Counselor	Campus Based Professional Staff
Blythe	Barajas	Student Support Liaison	Campus Based Professional Staff
Kristi	Bowers	Department Head- Teacher	Faculty
Kelly	Palmer	Department Head- Teacher	Faculty
Vee	Mendoza	Department Head- Teacher	Faculty
Josh	Anderson	Department Head- Teacher	Faculty
Bailey	Schalk	Instructional Coach	Faculty
Hannah	Brosam	Instructional Coach	Faculty
Ginger	Berg	Assistant Principal	Faculty
Adrienne	Hunter	Assistant Principal	Faculty

First Name	Last Name	Position	Committee Role
Kassandra	Duncan	Principal	Principal

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$14,755.00
				+/- Difference	**$14,755.00**