Plano Independent School District

Hickey Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always
Plano Proud.

Value Statement

*Demonstrate a personal commitment to the academic success and general well-being of each student.

*Positively contribute to my collaborative team and be an active participant in our learning community.

*Partner with students, families, community members and each other to promote academic growth and social emotional well-being.

*Value and celebrate individual and collective successes.

*Prioritize relationships by seeking to understand the feelings of others.

*Be consistent (individually/collectively) in message and methods.

*Create a safe space for sharing perspectives by openly giving and receiving authentic feedback.

*Pursue learning and growth opportunities for ourselves, our team, our students, and our campus.

*Set and communicate clear expectations, goals, and responsibilities.

*Persist through difficulties and hardships to reach our individual and collective goals.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Priorities 19

Priority 1 : 1.1 Improve, align and remove barriers for academic programs to ensure ... 20

Priority 2 : 1.2 Develop and deliver systems for learning that articulate expectation... 23

Priority 3 : 4.2 Implement interventions and systems of support to ensure a safe, o... 26

Priority 4 : 4.3 Create a culture of belonging for all members of the Hickey commu... 28

Addendums 30

Comprehensive Needs Assessment

Demographics

Summary

Edugence Enrollment Data: Total # of students - 471 At risk - 57.75 % Special Education - 23.78 % 504 - 5.10 % Dyslexia - 7.86 % African American - 10.62 % Hispanic - 38.43 % Asian - 29.09 % White - 17.20 % Two or More - 3.82 % American Indian - 0.42 % Pacific Islander - 0.42 % EB - 52.65 % ED - F=37.37% / Reduced=4.03% GT = 15.29 % Male - 57.54 % Female - 42.46 %
Most incidents are among boys = 84 % Sped Boys = 85 % of 29 total sped have incidents Relative Risk Ratio for AA, T-O-M, & Hisp

We are a diverse campus with emerging bilinguals representing half of our population and ¼ of students needing special education services.
Our campus demonstrates a need for effective instruction centered on language development. (Chunk/chew/check)
In looking at our behavior data, boys represent the focus, predominantly African American and Hispanic. This poses a question of how we can engage male teachers to support in this area.
In alignment with the updated English Language Proficiency Standards (ELPS) and TELPAS data, our focus will center on building academic language discourse across all domains. To achieve this, we are shifting toward student-centered learning—maximizing opportunities for student talk while using 'chunking and chewing' strategies to give students structured time to process information.

Strengths

We are a diverse campus with emerging bilinguals representing half of our population and ¼ of students needing special education services. Highly qualified specialists provide support to teachers during collaborative team planning to implement high leverage instructional strategies.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	75% of EB students in grades 2-5 did not meet expected growth in Language Proficiency .	We use district-required STAAR and MAP checkpoints to guide our meaningful data conversations regularly, but not TELPAS data or specific checkpoints. We celebrate student progress in key content areas much more consistently than celebrating language proficiency.
2 ★	By the end of the 2026-2027 school year, Hickey Elementary will reduce the percentage of students receiving disciplinary referrals from the current baseline of 17.83% to 12% or less, while reducing the relative risk ratio for African American students from 1.68 to 1.25 or lower and for students identifying as Two or More Races from 1.59 to 1.25 or lower.	Lack of campuswide use of the district Leveled guide and campus protocols.
3 ★	Hickey Elementary's 2025-2026 cumulative attendance rate was 95.9%, falling below the campus target of 96.5%. Attendance disparities were most evident among students experiencing homelessness, Black/African American students, students identified as Two or More Races, and economically disadvantaged students. These attendance gaps reduce students' access to consistent instruction and may negatively	The identified root cause is that some families experience transportation barriers related to economic hardship and may not be aware of or fully utilize available district and community resources. These barriers limit students' access to consistent instruction and may negatively affect academic achievement, engagement, and school connectedness.

★ = Priority

Student Learning

Summary

S

Math Q1 is an area of growth based on MAP data. This quintile is either stagnating or dropping from MOY to EOY. Highest percentage of students in the APP level in STAAR. Higher percentage of DNM in STAAR in 3-5 in comparison to MAP projection.

Reading achievement showed inconsistent growth on MAP, with Quintile 4 and Quintile 5 growth targets not met across most grade levels, although all second-grade students met growth expectations and Spanish students demonstrated strong growth in Kindergarten and Grade 3. STAAR performance exceeded projections in both English and Spanish across Grades 3–5; however, increasing the number of Spanish students achieving the Masters level, particularly in Grade 5, remains an area for improvement.

Science MAP data demonstrated exceptional student growth, with all grade levels exceeding 120% on the Progress Growth Report. However, this level of growth was not reflected in Science STAAR results, indicating a need to better align instruction and assessment performance.

Strengths

STAAR Overall 83

Student Achievement 85

School Progress 83

MAP

Math PGR Spanish is greatest in Kinder, 2nd, and 4th

Math EOY Projection in all grade levels are above 71% approaches, 52% meets

Exceeding Expectations NWEA CGP:

Reading: Kinder, 2nd, 3rd, 4th

Math: Kinder, 1st, 2nd

Spanish Reading: Kinder and 4th

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	33 test results for students identified EB and/or Sped in 3rd to 4th and then 4th to 5th grade were DNM two years in a row on either Reading or Math STAAR, or both Reading and Math STAAR tests.	Professional collaboration routines are structured almost exclusively around Tier 1 core instruction, leaving insufficient time to analyze individual needs and plan targeted Tier 2/3 interventions.
2 ★	47% of students in grades 3-5 were Meets on Spring 2026 Math STAAR.	Lack of effective targeted instruction and progress monitoring.
3	75% of EB students in grades 2-5 did not meet expected growth in Language Proficiency .	We use district-required STAAR and MAP checkpoints to guide our meaningful data conversations regularly, but not TELPAS data or specific checkpoints. We celebrate student progress in key content areas much more consistently than celebrating language proficiency.

★ = Priority

School Processes & Programs

Summary

Hickey's Processes and Programs focus on aligning campus practices with an Instructional Framework to drive student growth, teacher development, and continuous school improvement.

Key components include:

1. Structured & Data-Driven Collaboration: Hickey aligns campus practices with its Instructional Framework by utilizing protected collaborative planning times, dedicated data digs, and targeted MTSS interventions to drive overall school improvement.

2. Strong Mentorship & Measurable Growth: Active teacher mentorship programs and STOIC walk-throughs are fostering continuous professional development and contributing directly to improved student MAP scores.

3. Targeted Operational Growth: To maximize impact, the campus needs to enforce scheduled fidelity for WIN intervention time, ensure consistent CTP attendance across specialized staff, and formalize systems for teacher coaching and advanced student goal setting/ advising.

- **Instructional Planning & Rigor:** Teachers utilize Collaborative Team Planning (CTP) to analyze Common Formative Assessments (CFAs), adjust instruction, and prioritize high-impact lesson elements for student engagement and rigor.
- **Data-Driven Decision Making & MTSS:** The campus holds dedicated Data Digs and uses MTSS documentation, tiered criteria, and Student Support Team conversations to guide Tier 2 and Tier 3 student interventions.
- **Collaborative Structures:** Tuesday and Wednesday are designated as "no-fly zone" protected meeting times for CTP. These sessions focus on specific content and data analysis with support from campus specialists.
- **Teacher Support & Mentorship:** Teacher performance and quality are tracked using MAP data, reflection sheets, and STOIC walk-throughs. Mentorship programs and an evolving coaching model are actively driving growth.
- **Transitions & Leadership:** Counselors support the 5th-to-6th grade transition using student grades and interests. School-wide capacity is built through Instructional Leadership Teams (ILT) and Team Leader meetings.

Strengths:
1. Protected Collaborative Planning Structures: The campus enforces a protected "no-fly zone" on Tuesdays and Wednesdays for CTP, ensuring dedicated time for content analysis, data digs, and consistent support from Student Support Leads (SSL).
2. Effective Teacher Mentorship & Growth: The teacher mentor program and STOIC walk-through system demonstrate measurable impact, contributing directly to improvements in teacher performance and growth in student MAP scores.
3. Data-Informed Instructional Alignment: Staff consistently use district CFAs, MTSS documentation, and tiered criteria to analyze student learning and adjust Tier 2 and Tier 3 interventions.

Growth Areas:
1. Master Schedule & Intervention (WIN Time) Fidelity: Observations revealed that 3rd grade was frequently off-schedule, and "WIN" (What I Need) intervention/enrichment groups lacked consistency during scheduled times.
2. Inconsistent Team Collaboration Attendance: Specialized staff attendance at CTP meetings is uneven—Special Education staff only attend sporadically, while PACE teachers and the Librarian do not

attend at all.

3. Systematizing Support for Teachers & Advanced Academics:

- *Teacher Support:* The campus is still transitioning toward a formal coaching model to provide explicit Tier 2 and Tier 3 interventions for teachers.
- *Student Advising:* Advising 5th graders for advanced 6th-grade coursework currently relies primarily on basic grades and student interest, highlighting a need for a more comprehensive strategy to identify potential for success

Strengths

Our campus guiding coalitions and instructional leadership team are integral in using data to support instructional decisions. PLCs and Collaborative Teams refine systems within on an ongoing basis. Agendas are utilized to maximize planning and common formative data is prioritized for making instructional adjustments. Data digs and MTSS meetings are scheduled monthly, utilizing NWEA reports, MAP, AMC, TELPAS, Plano Literacy, formal and informal assessments.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Hickey experiences a systemic deficit in structured, timely, and multidirectional feedback across all stakeholder groups.	Educators over-emphasize TEKS at the expense of ELPS due to a lack of professional development and practical tools for seamlessly embedding language proficiency standards into daily content instruction.
2	There is not a system for developing and monitoring targeted instructional practices and student outcomes. (Master schedule)	

★ = Priority

Perceptions

Summary

The HRS survey results indicate that the campus has opportunities to strengthen systems for **stakeholder voice, feedback collection, resource alignment, teacher support, and professional learning**. Across the student, parent, administrator, and staff perspectives, the most consistent area of concern is the need for more formalized and systematic processes for gathering, documenting, and using feedback to support the optimal functioning of the school.

Stakeholder Input and Feedback Systems (Q6, 1.6):

Both student/parent survey data and administrator responses indicate that students, parents, and community members may not have sufficiently formalized opportunities to provide input regarding campus operations and effectiveness. Additionally, there is a need to ensure that feedback and opinion data are collected consistently, regularly analyzed, and archived so that stakeholder input can inform campus decision-making.

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Hickey experiences a systemic deficit in structured, timely, and multidirectional feedback across all stakeholder groups.	Campus leadership has not established formal, scheduled feedback channels or standardized tools (e.g., routine climate surveys, structured parent/staff advisory council cadence, standard observation feedback loops), leaving communication fragmented and ad-hoc.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	33 test results for students identified EB and/or Sped in 3rd to 4th and then 4th to 5th grade were DNM two years in a row on either Reading or Math STAAR, or both Reading and Math STAAR tests.	Professional collaboration routines are structured almost exclusively around Tier 1 core instruction, leaving insufficient time to analyze individual needs and plan targeted Tier 2/3 interventions.
2 ★	47% of students in grades 3-5 were Meets on Spring 2026 Math STAAR.	Lack of effective targeted instruction and progress monitoring.
3 ★	By the end of the 2026-2027 school year, Hickey Elementary will reduce the percentage of students receiving disciplinary referrals from the current baseline of 17.83% to 12% or less, while reducing the relative risk ratio for African American students from 1.68 to 1.25 or lower and for students identifying as Two or More Races from 1.59 to 1.25 or lower.	Lack of campuswide use of the district Leveled guide and campus protocols.
4 ★	Hickey Elementary's 2025-2026 cumulative attendance rate was 95.9%, falling below the campus target of 96.5%. Attendance disparities were most evident among students experiencing homelessness, Black/African American students, students identified as Two or More Races, and economically disadvantaged students. These attendance gaps reduce students' access to consistent instruction and may negatively	The identified root cause is that some families experience transportation barriers related to economic hardship and may not be aware of or fully utilize available district and community resources. These barriers limit students' access to consistent instruction and may negatively affect academic achievement, engagement, and school connectedness.

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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] **Performance Objectives with summative review (prior year)**
- [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**

Student Data: Assessments

- [x] **STAAR 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] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment 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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

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

Priorities

Priority 1

1.1
Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

By the end of the 2026-2027 school year, STAAR Reading will increase for Emergent Bilingual (EB) students (from 74% approaches or above to 84%) and Special Education (SpEd) students (from 50% approaches or above to 60%). STAAR Math will increase for Emergent Bilingual (EB) students (from 64% approaches or above to 74%) and Special Education (SPED) students (from 48% approaches and above to 58%).

Performance Target: By the end of the 2026-2027 school year, Domain 1 Student Achievement will increase from 83 to 91 and Domain 3 Closing the Gaps will increase from 81 to 88, demonstrating measurable student growth and increasing the overall campus rating from a "B" to an "A" rating.

K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 53% in 2024 to 56% by June 2027. The Emergent Bilingual (EB) student group performance will increase from 45% in 2024 to 49% by June 2027. The Special Education student group performance will increase from 19% in 2024 to 30% by June 2027. The Economically Disadvantaged student group performance will increase from 40% in 2024 to 47% by June 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2024 to 71% by June 2027. The Emergent Bilingual (EB) student group performance will increase from 56% in 2024 to 61% by June 2027. The Special Education student group performance will increase from 11% in 2024 to 27% by June 2027. The Economically Disadvantaged student group performance will increase from 38% in 2024 to 50% by June 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 61% in 2024 to 64% by June 2027. The Emergent Bilingual (EB) student group performance will increase from 47% in 2024 to 52% by June 2027. The Special Education student group performance will increase from 29% in 2024 to 37% by June 2027. The Economically Disadvantaged student group performance will increase from 38% in 2024 to 48% by June 2027.

K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 52% in 2024 to 56% by June 2027.The Emergent Bilingual (EB) student group performance will increase from 51% in 2024 to 55% by June 2027. The Special Education student group performance will increase from 6% in 2024 to 27% by June 2027. The Economically Disadvantaged student group performance will increase from 37% in 2024 to 45% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 63% in 2024 to 66% by June 2027. The Emergent Bilingual (EB) student group performance will increase from 48% in 2024 to 53% by June 2027.The Special Education student group performance will increase from 11% in 2024 to 29% by June 2027. The Economically Disadvantaged student group performance will increase from 34% in 2024 to 46% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 64% in 2024 to 67% by June 2027. The Emergent Bilingual (EB) student group performance will increase from 58% in 2024 to 62% by June 2027.The Special Education student group performance will increase from 33% in 2024 to 41% by June 2027. The Economically Disadvantaged student group performance will increase from 47% in 2024 to 55% by 2027.

Expected Result: Improve the overall campus accountability rating by increasing Domain I Student Achievement and increasing Domain 3 Closing the Gaps component scores.

Strategy 1

Campus instructional teams (General Education, Special Education, and ESL/EB Specialists) will engage in bi-weekly PLC planning to implement evidence-based sheltered instruction, ELPS-aligned linguistic accommodations, and IEP-targeted modifications in Reading and Math. Formative assessment data from MAP and district checkpoints will drive real-time MTSS intervention adjustments to accelerate academic growth, including HB1616 instruction, toward target STAAR goals.

Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, Special Education Teachers, and General Education Teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	33 test results for students identified EB and/or Sped in 3rd to 4th and then 4th to 5th grade were DNM two years in a row on either Reading or Math STAAR, or both Reading and Math STAAR tests.	Professional collaboration routines are structured almost exclusively around Tier 1 core instruction, leaving insufficient time to analyze individual needs and plan targeted Tier 2/3 interventions.

Priority 2

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 end of the 2026-2027 school year, the percentage of students in grades 3-5 scoring at or above the Meets grade level standard on the STAAR Math assessment will increase from 55% to 65%, and 50% of students participating in HB1416 accelerated instruction will score at the Approaches level or above.

Performance Target: By the end of the 2026-2027 school year, Domain 1 Student Achievement will increase from 83 to 91 and Domain 3 Closing the Gaps will increase from 81 to 88, demonstrating measurable student growth and increasing the overall campus rating from a "B" to an "A" rating.

K-5 READING LANGUAGE ARTS

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K-5 MATHEMATICS

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Expected Result: Tier 1 instruction will improve using high yield instructional strategies, so that gaps within student group performance on Unit Assessments, MAP, STAAR, and TELPAS will decrease and overall student achievement will increase.

Strategy 1

Collaborative teams will systematically target high-yield Readiness TEKS by leveraging bi-weekly diagnostic data from 3-5 question Common Formative Assessments (CFAs) to flexibly group students during a daily 30-minute intervention/enrichment block. Small-group instruction will embed STAAR redesign technology-enhanced item types and diverse stimuli (e.g., inline choice, multi-select, drag-and-drop, graphing) to eliminate formatting barriers and ensure deep conceptual mastery toward target performance goals.

Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Leadership Team, and Teachers

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Teachers will establish student-centered SMART growth goals in Reading and Math for all students based on baseline MAP scores, TELPAS targets, and past STAAR performance.

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	47% of students in grades 3-5 were Meets on Spring 2026 Math STAAR.	Lack of effective targeted instruction and progress monitoring.

Priority 3

4.2
Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By May 2027, Hickey Elementary documented behavior incidents will improve by at least 20%, going from 381 to 305 or fewer discipline incidents, through the consistent implementation of PBIS Guidelines to Success, explicit instruction in behavioral expectations and replacement behaviors, targeted student interventions, and increased adult supervision.

Performance Target: All staff will implement a campus leveled behavior guide, explicitly teach and model behavior expectations and replacement behaviors, targeted interventions, and provide level 5 adult supervision.

Expected Result: The number of behavior incidents occurring in high incident areas (classroom, playground, gym and hallways) will improve by 20%. Progress will be reviewed monthly and at the end of each six-weeks period. Data will be disaggregated by behavior, location, grade level, race/ethnicity, gender, disability status, student, time of day, and staff responses to determine patterns and trends. Based on the findings, the campus will adjust supervision, reteach expectations, provide staff coaching, revise student intervention plans, and increase family collaboration as needed.

Strategy 1

100% of instructional and support staff will be trained to implement the guidelines to success and all common area procedures, use the campus leveled behavior guide, and monthly documentation reviews will demonstrate at least 90% staff fidelity in identifying behavior levels and implementing the appropriate response, intervention, documentation, and referral procedures.

Staff Responsible for Monitoring: Jennifer McCarty - Behavior Coordinator

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	By the end of the 2026-2027 school year, Hickey Elementary will reduce the percentage of students receiving disciplinary referrals from the current baseline of 17.83% to 12% or less, while reducing the relative risk ratio for African American students from 1.68 to 1.25 or lower and for students identifying as Two or More Races from 1.59 to 1.25 or lower.	Lack of campuswide use of the district Leveled guide and campus protocols.

Priority 4

4.3
Create a culture of belonging for all members of the Hickey community.

Goal 1

By May 2027, Hickey Elementary will increase its cumulative student attendance rate from 95.9% to at least 96.5%. The campus will also reduce attendance disparities by providing targeted support to student groups with attendance rates below 96.5%, particularly students experiencing homelessness, Black/ African American students, students identified as Two or More Races, and economically disadvantaged students.

Performance Target: Hickey Elementary will implement a proactive attendance support system to identify and assist families experiencing transportation or economic barriers.

Expected Result: Overall campus wide student attendance will be at 96.5% or higher each 6-weeks period.

Strategy 1

Progress Monitoring:
Attendance data will be reviewed weekly by the attendance team from August 2026 through May 2027. The attendance team will identify and target attendance issues following the criteria in the MTSS attendance leveled guide. SSTs will be held and student support plans (SSPs) will be created to set goals and monitor student progress following intervention. The attendance team will also track the number of families connected to resources.

Staff Responsible for Monitoring: Attendance Team: Jennifer McCarty, Jennifer Hall, Jenni Broussard, and Diana Ruiz

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 2

The campus attendance rate will be monitored by the attendance team on a weekly basis by grade. A campus wide attendance incentive will be implemented from September 2026 to May 2027 to encourage students to attend school and achieve an attendance rate of 96.5% or higher.

Staff Responsible for Monitoring: Attendance Team: Jennifer McCarty, Jennifer Hall, Jenni Broussard, and Diana Ruiz

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Hickey Elementary's 2025-2026 cumulative attendance rate was 95.9%, falling below the campus target of 96.5%. Attendance disparities were most evident among students experiencing homelessness, Black/African American students, students identified as Two or More Races, and economically disadvantaged students. These attendance gaps reduce students' access to consistent instruction and may negatively	The identified root cause is that some families experience transportation barriers related to economic hardship and may not be aware of or fully utilize available district and community resources. These barriers limit students' access to consistent instruction and may negatively affect academic achievement, engagement, and school connectedness.

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	27	14	0	22	0	20	27	5	29	65	9	74
2022	0	41	79		77		55	33	20	38	58	44	57
2023	2	43	80		78		58	35	21	40	59	45	58
2024	4	45	80		78		61	37	21	42	59	47	58
2025	6	47	81		79		65	39	22	45	60	49	59
2026	10	51	83		81		71	43	24	49	62	52	61
2027	14	55	84		82		78	47	25	54	63	55	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	24	20	2	17	0	15	22	0	34	52	24	76
2022	14	33	85	50	71		40	32		38	58	54	57
2023	16	35	86	51	72		43	34		40	59	55	58
2024	18	37	86	52	72		46	36		42	59	57	58
2025	20	39	87	53	73		50	38		45	60	59	59
2026	24	43	89	54	75		56	42		49	62	62	61
2027	28	47	90	56	76		63	46		54	63	65	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	57	53	88		85		28	48	0	58	73	61	70
2023	59	55	89		86		31	50	1	60	74	62	71
2024	61	57	89		86		34	52	1	62	74	64	71
2025	63	59	90		87		38	54	2	65	75	66	72
2026	67	63	92		89		44	58	4	69	77	69	74
2027	71	67	93		90		51	62	5	74	78	72	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	98	58	2	65	0	53	93	6	111	201	56	257
2022	25	45	84	50	78		42	40	17	47	64	55	62
2023	27	47	85	51	79		45	42	18	49	65	56	63
2024	29	49	85	52	79		48	44	18	51	65	58	63
2025	31	51	86	53	80		52	46	19	54	66	60	64
2026	35	55	88	54	82		58	50	21	58	68	63	66
2027	39	59	89	56	83		65	54	22	63	69	66	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	27	14	0	22	0	20	27	5	29	65	9	74
2022	17	41	64		77		55	37	20	45	55	44	54
2023	20	43	65		78		58	39	21	47	56	46	55
2024	23	46	67		80		61	42	23	49	58	48	57
2025	26	50	69		82		65	46	25	52	60	51	59
2026	32	54	71		84		70	50	27	56	62	55	61
2027	38	60	74		87		77	56	30	61	65	60	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	22	20	2	17	0	15	21	0	32	52	22	74
2022	29	45	70	50	71		53	29		50	60	45	55
2023	32	47	71	51	72		56	31		52	61	47	56
2024	35	50	73	53	74		59	34		54	63	49	58
2025	38	54	75	55	76		63	38		57	65	52	60
2026	44	58	77	57	78		68	42		61	67	56	62
2027	50	64	80	60	81		75	48		66	70	61	65

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	71	57	83		81		22	52	100	60	74	57	70
2023	74	59	84		82		25	54	100	62	75	59	71
2024	77	62	86		84		28	57	100	64	77	61	73
2025	80	66	88		86		32	61	100	67	79	64	75
2026	86	70	90		88		37	65	100	71	81	68	77
2027	92	76	93		91		44	71	100	76	84	73	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	96	58	2	65	0	53	92	6	109	201	54	255
2022	40	50	74	50	77		43	42	33	53	64	50	61
2023	43	52	75	51	78		46	44	34	55	65	52	62
2024	46	55	77	53	80		49	47	36	57	67	54	64
2025	49	59	79	55	82		53	51	38	60	69	57	66
2026	55	63	81	57	84		58	55	40	64	71	61	68
2027	61	69	84	60	87		65	61	43	69	74	66	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hickey

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
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Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	47	24	0	26	0	18	44	1	48	84	23	107
2022	29	43	75		50		17	27	0	40	54	39	50
2023	32	45	76		51		20	29	1	42	55	41	51
2024	35	48	78		53		23	32	3	44	57	43	53
2025	38	52	80		55		27	36	5	47	59	46	55
2026	44	57	82		57		32	41	8	51	61	50	57
2027	50	63	85		60		39	47	12	56	64	54	60