

Hitchcock Independent School District

2025-2026 District Improvement Plan



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Mission Statement

The mission of Hitchcock Independent School District is to produce contributing citizens prepared for life-long learning, believing in our country, themselves, and their fellow man in our ever-changing world by providing a personalized, yet diversified, quality education through varied learning experiences with pride, participation and performance in partnership with our community.

Goals

Goal #1: Make academic achievement and student performance the primary priority of Hitchcock ISD

Goal #2: Recruit, Reward, and Retain highly qualified staff

Goal #3: Maintain a safe and disciplined environment conducive to learning

Goal #4: Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance

Goal #5: Parent and community-based engagement

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Comprehensive Needs Assessment

Demographics Demographic Summary

HISD is a small community located 15 miles north of Galveston and 40 miles south of downtown Houston. The Hitchcock Independent School District is located within Galveston County. It has four campuses in addition to Kids First Head Start. The enrollment is approximately 1,891 students in grades Pre-kindergarten through 12th grade. This student population is 38% African American, 36.3% Hispanic, 21.2% White and 3.7% multiracial. There is an overall rate of 82.8% for Economically Disadvantaged.

Demographic Strengths

The close-knit community and small student population allows for a complete understanding of individual family dynamics as well as an authentic connection to each student.

Demographic Needs

- Increase academic, advancement, and enrichment opportunities for students
- Increase communication with families (including non-English speakers)
- Increase opportunities for family and community participation and education

Student Academic Achievement

Student Academic Achievement Summary

2025 District Performance on State Accountability

- Overall Performance: 74 out of 100 (C)
- Student Achievement: 71 out of 100 (C)
- School Progress: 72 out of 100 (C)
- Closing the Gaps: 79 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2024 District Performance on State Accountability

- Overall Performance: 69 out of 100 (D)
- Student Achievement: 69 out of 100 (D)
- School Progress: 69 out of 100 (D)
- Closing the Gaps: 71 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2023 District Performance on State Accountability

- Overall Performance: 73 out of 100 (C)
- Student Achievement: 69 out of 100 (D)
- School Progress: 73 out of 100 (C)
- Closing the Gaps: 72 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2022 District Performance on State Accountability

- Overall Performance: 88 out of 100 (B)
- Student Achievement: 83 out of 100 (B)
- School Progress: 92 out of 100 (A)
- Closing the Gaps: 77 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2021 Not Rated: Declared State of Disaster

2020 Not Rated: Declared State of Disaster

District STAAR Historical Passing Percentages

3rd Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		66%	34%	21%	64%	31%	5%	46%	24%	8%	66%	35%	15%
3rd Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		47%	23%	15%	53%	23%	10%	33%	14%	6%	46%	28%	14%
4th Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		42%	18%	3%	63%	23%	13%	60%	28%	9%	56%	24%	2%
4th Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		41%	21%	8%	43%	29%	16%	33%	16%	8%	32%	11%	3%
5th Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		69%	44%	19%	66%	37%	18%	76%	40%	19%	67%	42%	14%
5th Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		68%	28%	11%	62%	37%	18%	68%	28%	11%	62%	42%	14%
5th Grade Science STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		54%	25%	10%	41%	37%	18%	54%	25%	10%	41%	42%	14%

6th Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		64%	28%	10%	63%	32%	7%	62%	35%	9%	71%	36%	16%
6th Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		57%	23%	5%	60%	20%	6%	46%	18%	6%	67%	25%	6%
7th Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		76%	51%	32%	71%	40%	16%	65%	34%	17%	62%	37%	12%
7th Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		49%	26%	7%	48%	20%	8%	43%	21%	9%	24%	8%	0%
8th Grade Reading STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	46%	26%	76%	48%	16%	79%	50%	18%	80%	53%	24%
8th Grade Math STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		68%	31%	14%	63%	26%	6%	46%	15%	7%	58%	25%	4%
8th Grade Science STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		59%	31%	18%	59%	28%	6%	52%	21%	7%	55%	32%	10%
8th Grade Social Studies	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		39%	12%	7%	35%	12%	6%	34%	11%	4%	38%	14%	5%

EOC English I STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		61%	35%	3%	67%	42%	6%	68%	49%	8%	76%	49%	10%
EOC English II STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		64%	47%	7%	73%	47%	3%	65%	44%	2%	79%	55%	1%
EOC Algebra I STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	35%	20%	69%	31%	13%	66%	17%	5%	74%	16%	7%
EOC Biology STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		79%	56%	23%	79%	32%	5%	88%	42%	6%	95%	57%	5%
EOC U.S. History STAAR Summary	Tested Year	2022			2023			2024			2025		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	48%	30%	89%	59%	19%	92%	60%	20%	91%	48%	14%

Student Academic Achievement Strengths

All students eligible for Texas Success Initiative advanced/dual credit courses were enrolled

- Spring 2024-2025: 64 Students enrolled in 115 courses, 77% completed successfully.
- Fall 2024-2025: 64 Students enrolled in 64 courses, 80% completed successfully.
- Spring 2023-2024: 72 Students enrolled in 198 courses, 84% completed successfully.
- Fall 2023-2024: 57 Students enrolled in 80 courses, 90% completed successfully
- Spring 2022-2023: 48 Students enrolled in 85 courses, 100% completed successfully
- Fall 2022-2023: 48 Students enrolled in 124 courses, 98% completed successfully
- Spring 2021-2022: 50 Students enrolled in 116 courses, 100% completed successfully
- Fall 2021-2022: 50 Students enrolled in 112 courses, 95% completed successfully
- Spring 2020-2021: 40 students enrolled in 103 courses, 100% completed successfully
- Fall 2020-2021: 45 students enrolled in 103 courses, 93% completed successfully

The graduation rate the last four years has exceeded the state average.

The district has met state CCMR requirements the last three years.

Student Academic Achievement Needs

- Increase student achievement on all assessments
- Increase student academic growth
- Increase instructional rigor and expectations
- Increase levels of advanced achievement
- Increase student achievement of special education students
- Monitor instruction through frequent meetings to analyze data and implement interventions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District/campus goals; current and prior year(s) district/campus improvement plans; district/campus planning and decision-making committee(s) meeting data; state and federal requirements; data meetings, 1:1 meetings with administrators, 9-week data meetings with teachers, etc.

Accountability Data

Texas Academic Performance Report (TAPR) data; A-F Accountability Ratings, Performance Index Framework data; Accountability Distinction Designations; Federal Report Card data; PBMAS data; etc.

Student Assessment Data

State and federally required assessment information; State of Texas Assessment of Academic Readiness (STAAR) assessment data from 2021, 2022, 2023, 2024, 2025; Texas English Language Proficiency Assessment System (TELPAS) data from 2025; NWEA MAP Growth data, NWEA MAP Reading Fluency data, TX-KEA data, PreK GOLD assessment, and other assessments; local unit assessment data; attendance data; discipline data; report card grades; cumulative data charts, observational data; etc.

2025-2026 District Leadership Team Members

Committee Role	Name	Position
District Level Administrator	Dr. Darryl J. Henson	Interim Superintendent
District Level Administrator	Robin Hataway	Chief Financial Officer
District Level Administrator	Chris Armacost	Director of Technology, Facilities & Operations
District Level Administrator	Patrick Faour	Director of HR & Federal Programs
District Level Administrator	Megan Stall	Coordinator of Instructional Technology, and Assessment & Accountability
District Level Administrator	Sara Roach	Curriculum Coordinator
Administrator	Ethel Gaines	Director Kids First Head Start
Teacher	Neil Pevoto	Primary
Teacher	Amber Graham	Elementary
Teacher	Amy Wiltenburg	Middle School
Teacher		Middle School
Teacher	Lynelle Rutledge	High School
Teacher		High School
Paraprofessional	Fred Kapanka	Instructional Aide, Middle School
Paraprofessional	Rachel Morales	Secretary, Administration Building
Community Member	Latoya Sowell	Parent

Goals and Performance Objectives

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 1: 100% of students will achieve at least one-year’s academic progress on year-end assessments (STAAR, TELPAS, MAP, GOLD, TX-KEA etc.)

Performance Objective 2: 30% or more of students will achieve Masters on STAAR assessments (15% in 2022, 10% in 2023, 10% in 2024, 9% in 2025)

Performance Objective 3: 100% of students will meet or exceed the level of Approaches for the STAAR (in each subject area)

Evaluation Data Sources/Evidence Demonstrating Progress: lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing collection/evaluation/disaggregation of data (formative, summative, district unit assessments, state assessments, universal screeners, etc.) and utilization of data to drive instruction and interventions.	Title I General Funds	Principals Teachers				
Thorough pre-planning of lessons for instruction and intervention to include high level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation.		Principals Teachers				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/walk-throughs), evaluation of student data (administrative data meetings), effective master scheduling, planning for instruction and intervention periods, monitoring of special programs and student support, ongoing targeted and effective professional development, etc.		Principals Coordinators Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement – to include chrome carts in grades 3rd-12 th , utilization of computer labs Pre K-12 th , use of software (such as: MAP, iXL)		Principals Coordinators Teachers				
Promote the importance of academic achievement to students through recognition opportunities at assemblies and board meetings.		Principals Teachers				
The use of interactive notebooks to help students organize and synthesize information while embedding writing across all content areas.		Principals Teachers				
Provide staff high quality materials that are aligned to the TEKS and research based instructional strategies for all core courses, and provide training for effective use.	Title I General Funds	Admin Team				
Use of Leveled Literacy Intervention (LLI) system K-8 to provide daily intensive small group instruction for struggling readers.		Principals Teachers				
Implementation of HB3 Reading Academies in HISD for grades K-3.		Teachers				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 4: 100% of 12th graders will meet College, Career, and/or Military Readiness (CCMR) standards

Evaluation Data Sources/Evidence Demonstrating Progress: meeting/activity documentation (minutes, agendas, participant attendance, etc.); student licensures/certifications

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage students; promote awareness of opportunities and ensure CCMR goal setting at all grade levels –include CCMR focused electives and ongoing CCMR focused information/activity events for parents and students (field trips, guest speakers, information nights, etc.); one-on-one student conferences; ongoing parent communication/support.	General funds	Principals Teachers				
Monitor student goal setting and progress towards meeting goals; CCMR activity planning/implementation.		Principals Campus Leadership Team				
CCMR focused college-readiness activities will occur during intervention/enrichment time as needed.		Coordinators				
Focus on Juniors and Seniors for CCMR planning/preparation, and promotion/awareness of athletic/academic scholarships.		Principals Dean of Instruction Athletic Director				
Ongoing review of Career and Technical Education (CTE) program to ensure the availability of programs that provide students with licensure/certification.		Principals Coordinators Campus Leadership Team				
Improve graduation rates and success rates for post-secondary education by implementing Advanced Via Individual Determination (AVID) at Secondary campuses.		Principals AVID Site Teams District Director				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 5: Achieve UIL Academic District Champion at each division level (elementary, middle, and high school levels)

Performance Objective 6: All extracurricular organizations, teams, and clubs will achieve Regional and/or State level

Performance Objective 7: All students participating in organizations, teams, and clubs will achieve 100% passing rate all school year

Evaluation Data Sources / Evidence Demonstrating Progress: meeting/activity documentation (minutes, agendas, participant attendance, scoring results/awards, etc.); student report cards

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage and actively recruit students for participation –including celebration of successes; and public acknowledgement (newspaper, district site/social media, school board meetings, athletic and academic pep rallies, etc.)	General Fund	Principals Athletic Director Teachers Coaches Club/Activity Sponsors				
Work throughout the entire school year on student engagement/preparation; ensure meeting of all deadlines and knowledge/adherence to rules/regulations		Athletic Director Coaches Club/Activity Sponsors				
Teach, mentor and monitor coaches/sponsors; monitor programs/events		Athletic Director Principals				
Monetary incentives (stipends) for staff sponsorship of many organizations, clubs, UIL activities, etc.		Superintendent Human Resources Principals				
Each campus will increase participation in UIL Academics activities for the 2025-2026 school year.		Principals Academic Coaches				
For Reviews: = Accomplished ☒ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 8: Decrease the achievement gap among special populations of students (socio-economic status, ethnicity, Special Education, English Learners, etc.) to achieve “Met Standard” in “Closing the Gaps” on State Accountability

Evaluation Data Sources/Evidence Demonstrating Progress: lesson plans, progress monitoring, student assessment scores, special programs documentation, data meetings, teacher 1:1 with administrators, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing staff training in effective differentiation strategies and best practices related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	Title III, General Funds	Principals Coordinators Teachers				
Ongoing data disaggregation and monitoring of effective instruction.		Principals Teachers				
Provide professional development to increase district-wide support for Special Education and English Learners.		Principals				
Referral to special programs (Multi-Tiered Systems of Support (MTSS), Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students.		Principals Coordinators Teachers				
Effective and compliant operations to ensure students in special programs (Multi-Tiered Systems of Support (MTSS), Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required.		Principals Coordinators				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 9: HISD will increase average daily student attendance to 97%

Evaluation Data Sources/Evidence Demonstrating Progress: attendance data, student participation in incentives, attendance letters and documentation of communication and follow-up

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Accurately record/monitor daily attendance; plan for making up work, lost instruction, and seat time.	General Funds	Principals Teachers Attendance Clerks				
Individual and campus attendance incentives –include recognition at awards assemblies, high school exam exemptions, perfect attendance celebration events etc.		Principals Teachers				
Ongoing parent notification/communication, documentation letters and follow-up.		Principals HISD Police Teachers				
Provide resources and support using counselors, social workers and Communities in Schools representatives.		Counselors Social worker Communities in School				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #2: Recruit, Reward, and Retain Highly Qualified Staff

Performance Objective 1: Increase staff retention rate by 5%

Performance Objective 2: District-wide ongoing focus on improving culture and climate

Evaluation Data Sources / Evidence Demonstrating Progress: staff hiring and salary documentation, staff surveys

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Evaluate the current application system, and update to provide greater efficiency in the onboarding process, and provide training to all hiring administrators in the district.	General Funds	Human Resources Principals				
Expand job postings to include: TASANET, Region 4, TASP, TSPRA, Indeed, etc.		Human Resources				
Salary ranges will be reviewed annually to ensure HISD is commensurate with local districts	General Funds Title I Funds	Human Resources				
Administrators will participate in ongoing recruitment activities by attending a Fall and Spring job Fair which will include a bold visual presence (publish open positions, attend job fairs, utilize banners, flash drives etc.)	General Funds Title I Funds	Human Resources Principals				
Expand HISD Substitute Pool with Fall/Spring graduates and offer jobs to candidates for upcoming school year	General Funds Title I Funds	Human Resources				
Ensure Sub pay for upcoming school is commensurate with local districts	General Funds	Human Resources				
Showcase campuses to potential candidates by offering site visits to potential candidates to experience the culture/climate and participate in a brief meet & greet by either Principal or AP. Follow up with each potential candidate via email or personal phone call following meeting/interview	General Funds Title I Funds	Human Resources Principals				
New Employee professional development will be provided at the beginning of school year with monthly follow-up sessions each semester for support (meetings will be scheduled at the end of the day)	General Funds	Superintendent Coordinators Human Resources				

Collaborate with local community facilities and businesses to provide educator discounts/rates for HISD employees.		Human Resources				
Ensure ongoing communication with staff and increase transparency through callouts, emails etc.		Superintendent				
Promote staff relations by ensuring ongoing growth and increased effectiveness of district leadership – to include book studies and ongoing professional development provided in exit interview feedback	General Funds	Superintendent Coordinators Principals				
Offer employees general admission passes to home sporting events with the presentation of an HISD badge		Human Resources				
Promote staff relations by having Central Office administrators conduct walk-throughs on campuses looking for positive instructional strategies and promotion of the district brand and vision.		Coordinators				
Develop and maintain a mentorship program that provides new staff with the resources and supports needed.						
Build relationships/partnerships with area community college and university education programs to promote student internships, and observations.		Human Resources				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 1: 25% decrease in the number of office discipline referrals. In 2022-23 there were 485 total referrals, and in 2023-24 there were 565 referrals at the elementary level which resulted in a 16% increase in referrals. In 2022-23 there were 1,873 referrals, and in 2023-2024 there were 1,235 total referrals at the secondary level which resulted in a decrease in referrals of 34%. Hitchcock ISD had 2,358 total referrals in 2022-23 and 1,800 total referrals in 2023-24. This resulted in a decrease in district referrals of 29%.

Performance Objective 2: When surveyed, students, staff, and parents will report feeling the campus is a safe and secure learning environment

Evaluation Data Sources / Evidence Demonstrating Progress: discipline data, classroom walk-through documentation

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students and utilize positive behavioral incentives (individual, classroom, campus-wide)	General Funds	Principals Teachers				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Principals Teachers				
Creation/implementation of campus discipline committee to establish behavior expectations, and monitor/address behavioral needs		Principals Teachers				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Maintain and monitor P3, an online reporting system for staff, students and parents to report incidents such as bullying and cyber abuse securely, and anonymously.		Principals				
Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking		HISD Police All Staff				
Ensure all visitors enter through main door and sign-in to the school visitor management system (escort any non-registered visitor to office immediately) – teach students not to open doors for strangers/visitors		All Staff				
Monitor safety/security; advertise/inform public/community of the sign-in system; educate staff; convey school policy to parents; stress student safety		Superintendent Principals HISD Police				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
For Reviews: = Accomplished ☒ = Continue/Modify + = Considerable Progress / = Some Progress ☒ = No Progress X = Discontinue						

Goal #4: Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance

Performance Objective 1: Earn an “A” in Financial Integrity Rating System of Texas (FIRST)

Performance Objective 2: Decrease utility usage by 5%

Evaluation Data Sources / Evidence Demonstrating Progress: utility records, School Board Meeting minutes, financial documentation and reports

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Make school district financial information available – to include district check register posted on district website	General Funds	Superintendent Finance Director Technology Director				
Ensure all programs are effectively implemented, documented and evaluated in accordance with state and federal guidelines by providing technical support, training, and appropriate resources.		Superintendent Finance Director				
Pursue grant opportunities in order to enhance the educational and social/emotional learning opportunities for students.		Superintendent Directors Coordinators Grant Specialist				
Develop a long-term vehicle replacement and maintenance program		Superintendent Maintenance Director				
Develop a plan for maintenance and up-dates to athletic facilities, including the baseball field, softball field, and football field		Superintendent Maintenance Director Athletic Director				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #5: Parent and Community Based Engagement

Performance Objective 1: Ensure ongoing communication with parents and other community stakeholders

Performance Objective 2: Increase family participation in student support events: Meet the Teacher; Open House; AVID Night; Senior Informational Meetings; Grandparents Day; etc.

Performance Objective 3: Provide Parent Empowerment meetings

Evaluation Data Sources / Evidence Demonstrating Progress: documentation/copies of parent/community communication, participation logs for events and classes

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Increase communication with all stakeholders to ensure visibility and transparency – to include: newspaper publications, Facebook and website postings, newsletter, etc.	General Funds	Superintendent Coordinators Principals				
All staff will provide weekly parental communication – may include: take-home folders, phone calls, emails, newsletters, School Messenger calls, Remind101, district website, Facebook, etc. – ensure communication is positive as well as addressing challenges, build positive and encouraging relationships with parents		All Staff				
Provide student surveys to obtain parent and student feedback in order to target improvements for students, parents, and community		Superintendent Principals				
Plan/prepare for events and monitor; ensure early/regular communication of scheduled events		Principals				
Ensure community outreach to include civic, church, political, and business leadership		Superintendent Directors Coordinators Principals				
For Reviews: = Accomplished ☒ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						