



Hitchcock Independent School District

Hitchcock High School

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2024 - 2025 Campus Improvement Plan



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Hitchcock High School Mission Statement

Our mission at Hitchcock High School is to foster a community of lifelong learners, empowering every student to achieve academic excellence, embrace diversity, and develop the skills necessary to thrive in a global society. We aim to inspire critical thinking, creativity, and responsible citizenship by committing to rigorous education, innovative teaching, and strong partnerships with families and the community.

Statement of Beliefs

1. We believe in academic excellence – We are committed to providing a high-quality education that challenges students to meet or exceed educational standards, as shown in STAAR and other academic performance indicators.
2. We believe every student can succeed – Every student, regardless of background or ability, has the potential to achieve and should be provided with the necessary support and resources to thrive, as reflected in the emphasis on support for Special Education and economically disadvantaged students.
3. We believe in a safe and inclusive environment – We strive to maintain a school culture that promotes safety, inclusivity, and respect for all, ensuring every student feels valued and supported.
4. We believe in the power of community – A strong partnership between school, family, and the broader community is essential for student success, and we encourage active participation and collaboration to support student growth.
5. We believe in preparing students for the future. We are dedicated to equipping students with the knowledge and skills they need to succeed in college, career, and life, as evidenced by our focus on College, Career, and Military Readiness.

The Campus Improvement Plan (CIP) will be structured around academic achievement, staff recruitment/retention, safety, and community engagement, with targeted actions to address the performance gaps highlighted in the TAPR.

Campus Improvement Plan Based on TAPR Data

1. Academic Achievement & Student Performance

Performance Gaps and Priorities from TAPR:

- English I and II: Performance at “Meets Grade Level” is low, 42% and 47%, respectively.
- Algebra I: Only 24% of students met the grade level standard.
- Science: 32% met the standard in Biology
- Attendance: Chronic absenteeism is 29.4%, indicating a need for improving student attendance

Objectives and Strategies:

- **Objective 1:** Increase performance on STAAR EOC to meet or exceed state averages.
 - **Strategy:** Implement targeted reading, math, and science interventions for students who need to meet grade-level standards.
 - **Data-Driven Instruction:** Use STAAR performance data to develop individualized academic plans and weekly assessments to monitor progress.
- **Objective 2:** Improve attendance rates by reducing chronic absenteeism to below 20%.
 - **Strategy:** Implement attendance incentive programs, mentorship, and communication with families to encourage consistent attendance.

2. Recruit, Reward, and Retain Highly Qualified Staff

TAPR Insights:

- Hitchcock HS has significant performance gaps, particularly in Algebra and English, which may point to staff development needs.

Objectives and Strategies:

- **Objective 1:** Provide ongoing professional development for teachers in high-need areas (English, Algebra, and Science).
 - **Strategy:** Partner with educational experts and offer specialized training in differentiated instruction and behavior management to close achievement gaps
- **Objective 2:** Increase teacher retention by improving school culture and providing incentives for high-performing staff.
 - **Strategy:** Implement leadership development programs and peer recognition awards to foster a positive working environment

3. Maintain a Safe and Disciplined Learning Environment

Safety Concerns from TAPR:

- Although dropout rates are low, chronic absenteeism remains an issue, indicating that students may not feel fully engaged.

Objectives and Strategies:

- **Objective 1:** Ensure consistent behavior management across the school through restorative practices.

- **Strategy:** Expand the use of restorative practices and develop a clear, campus-wide behavior intervention system
- **Objective 2:** Promote student engagement by encouraging participation in co-curricular and extracurricular activities.
 - **Strategy:** Create mentorship programs and partnerships with local organizations to provide students with real-world experiences

4. Strengthen Parent and Community Partnerships

Community Engagement Needs:

- TAPR shows areas where student engagement could be improved, suggesting a need for increased parental and community involvement.

Objectives and Strategies:

- **Objective 1:** Increase parental involvement in student academic performance.
 - **Strategy:** Host quarterly parent-teacher meetings and workshops to discuss student progress and strategies for academic support.
- **Objective 2:** Build stronger community ties by engaging local businesses and organizations in school events.
 - **Strategy:** Develop a community outreach team to coordinate volunteer and partnership opportunities that support student learning and well-being

Campus Goals

Goal 1: Increase Academic Achievement Across Core Subjects

Objective: Improve STAAR performance, focusing on raising the percentage of students meeting or exceeding grade-level expectations in English, Algebra, and Biology.

- Measure: Increase the percentage of students meeting grade level from 42% to 60% in English I and II, 24% to 45% in Algebra I, and 32% to 50% in Biology by the end of the 2024-2025 school year.
- Strategies:
 - Implement targeted interventions, such as tutoring and small group instruction for students struggling in core subjects.
 - Use regular formative assessments to monitor progress and adjust instructional strategies.

Goal 2: Enhance Student Engagement and Attendance

Objective: Reduce chronic absenteeism and increase student engagement in both academic and extracurricular activities.

- Measure: Decrease the chronic absenteeism rate from 29.4% to below 20% by the end of the school year.
- Strategies:
 - Launch attendance incentive programs that reward students for consistent attendance.
 - Implement mentorship programs and engage students in extracurricular activities to foster school connectedness.

Goal 3: Strengthen College, Career, and Military Readiness

Objective: Increase the number of students graduating college, career, or military ready.

- Measure: Ensure at least 95% of graduates meet CCMR criteria, up from 83%.
- Strategies:
 - Expand access to dual credit and career certification programs.
 - Strengthen career counseling and mentorship programs that guide students toward post-secondary pathways, including workforce readiness.

Goal 4: Build a Supportive and Inclusive School Culture

Objective: Improve the school climate by fostering inclusivity and support for all students, focusing on economically disadvantaged and Special Education students.

- Measure: Increase overall student satisfaction and decrease behavioral incidents by 15% by the end of the 2024-2025 school year.
- Strategies:
 - Train staff in restorative practices and culturally responsive teaching.
 - Develop support systems for at-risk students, including counseling services, peer support, and family outreach programs.

Student Academic Achievement

2020 & 2021 Not Rated: Declared State of Disaster 2019 Ratings

- Overall Performance: 68 out of 100 (D)
- Student Achievement: 68 out of 100 (D)
- School Progress: 69 out of 100 (D)
- Closing the Gaps: 66 out of 100 (D)
- Distinctions Earned: No distinctions earned

2022 Accountability Rating (2023 & 2024 not available due to pending judicial ruling)

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		86	B
STAAR Performance	41	70	
College, Career and Military Readiness	86	97	
Graduation Rate	98.8	95	
School Progress		91	A
Academic Growth	62	69	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 72.3%)	64	91	A
Closing the Gaps	63	78	C

Comprehensive Needs Assessment:

Demographic Summary

- Hitchcock High School, a 3A school, serves a diverse student body primarily from economically disadvantaged backgrounds. Key demographics include 37% African American, 34% Hispanic, 23% White, and 4% multiracial students.

Academic Summary

- Academic Achievement:
 - Graduation rates and CCMR achievements consistently exceed state averages.
 - The school performs below state averages but showed growth in English 1, US History and Biology Approaches, Meets, and Masters categories, though gaps remain in other subjects.
- Needs:
 - Focus areas include increasing attendance, expanding academic opportunities, and enhancing family and community engagement.
 - The school performs below state averages in English 1, Algebra 1, and Biology Approaches, Meets, and Masters categories, though gaps remain in other subjects.

The campus is currently performing above the state average in state assessments, particularly in English 1, thanks to our experienced teachers. When comparing data from previous years, we observed consistent performance in English 1, but a decrease in English 2 and Algebra 1 approaches. On a positive note, there was an improvement in approaches for both Biology and US History. In the "meets" category, the campus showed improvement in all areas except Algebra 1. This change can be partly attributed to the exclusion of 8th-grade Algebra 1 scores from the composite scores for the first time this year. Additionally, mastery levels increased for English 1 and Biology, remained steady for English 2 and US History, and decreased for Algebra.

For the 2025 school year, the score comparisons were:

	English 1 (App)	English 2 (App)	Algebra 1 (App)	Biology (App)	US History (APP)
State 24'	67%	74%	79%	91%	95%
State 23'	72%	74%	79%	88%	94%
Campus 24'	67%	66%	59%	89%	91%
Campus 23'	67%	73%	65%	79%	89%
	English 1 (Meets)	English 2 (Meets)	Algebra 1 (Meets)	Biology (Meets)	US History (Meets)
State 24'	54%	60%	45%	57%	69%
State 23'	52%	54%	43%	56%	70%
Campus 24'	53%	50%	11%	48%	61%
Campus 23'	42%	47%	24%	32%	59%
	English 1 (Masters)	English 2 (Masters)	Algebra 1 (Masters)	Biology (Masters)	US History (Masters)
State 24'	17%	9%	25%	19%	37%
State 23'	13%	9%	23%	21%	38%
Campus 24'	8%	3%	2%	7%	19%
Campus 23'	6%	3%	9%	5%	19%

Demographics Analysis

	English 1 (Approaches)	English 2 (Approaches)	Algebra 1 (Approaches)	Biology (Approaches)	US History (Approaches)
Campus 24'	67%	66%	59%	89%	91%
African American	61%	45%	55%	86%	89%
Hispanic	67%	78%	61%	91%	88%
White	68%	71%	56%	86%	96%
SPED	21%	8%	35%	73%	71%
Eco Dis	64%	62%	57%	90%	91%
EB	50%	63%	57%	100%	90%
	English 1 (Meets)	English 2 (Meets)	Algebra 1 (Meets)	Biology (Meets)	US History (Meets)
Campus 24'	53%	50%	11%	48%	61%
African American	47%	29%	4%	35%	54%
Hispanic	50%	59%	10%	45%	56%
White	60%	63%	11%	68%	71%
SPED	11%	0%	0%	9%	35%
Eco Dis	50%	44%	7%	46%	58%
EB	30%	63%	0%	60%	50%
	English 1 (Masters)	English 2 (Masters)	Algebra 1 (Masters)	Biology (Masters)	US History (Masters)
Campus 24'	8%	3%	2%	7%	19%
African American	7%	4%	0%	7%	7%
Hispanic	5%	0%	4%	2%	17%
White	12%	8%	0%	9%	39%
SPED	0%	0%	0%	0%	6%
Eco Dis	5%	4%	1%	7%	16%
EB	0%	0%	0%	0%	10%

Demographic Strengths and Needs

English 1

- We need overall growth in performance from "approaches" to "meets." For the SPED population, 21% are at the "approaches" level, 11% at the "meets" level, and none at the "masters" level. Emergent Bilingual students are at 50% "approaches," 30% "meets," and none at the "masters" level. Strengths include Hispanic and White populations.

English 2

- We need overall growth in performance from "approaches" to "meets," including the "masters" category. For the SPED population, 8% are at the "approaches" level, none at the "meets" or "masters" levels. Both African American and economically disadvantaged students are performing below both state and school percentages. Strengths include Hispanic and White populations.

Algebra 1

- We need overall growth in performance from "approaches" to "meets," including the "masters" category. For the SPED population, 35% are at the "approaches" level, none at the "meets" or "masters" levels. Both African American and economically disadvantaged students are performing below both state and school percentages. "Meets" performance is below in every demographic category. Hispanic approaches are one area of strength.

Biology

- We need growth in the "masters" category. The number of SPED students at the "meets" and "masters" levels has increased, as have the "meets" and "masters" levels for both Emergent Bilingual and economically disadvantaged students. The economically disadvantaged, Hispanic, and White populations are areas of strength.

US History

- For the SPED population, 71% are at the "approaches" level, 35% at the "meets" level, and 6% at the "masters" level. The number of students at the "meets" level has increased from the "approaches" level. The economically disadvantaged, Hispanic, and White populations are areas of strength.

Accountability Rating Summary

Campus STAAR Historical Passing Percentages

EOC English I STAAR Summary	Tested Year	2017			2018			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		42%	24%	1%	31%	19%	0%	50%	39%	6%	67%	49%	6%
EOC English II STAAR Summary	Tested Year	2017			2018			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		45%	26%	4%	40%	21%	1%	40%	25%	1%	65%	45%	5%
EOC Algebra I STAAR Summary	Tested Year	2017			2018			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		64%	24%	9%	78%	34%	9%	68%	41%	22%	84%	57%	26%
EOC Biology STAAR Summary	Tested Year	2017			2018			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	31%	7%	80%	30%	9%	81%	50%	14%	84%	51%	15%
EOC US History STAAR Summary	Tested Year	2017			2018			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		61%	22%	4%	74%	28%	9%	75%	43%	13%	80%	55%	29%

Student Academic Achievement Needs

- Increase student achievement on all assessments
- Increase student academic growth
- Maintain College, Career, and Military Readiness to include all students
- Increase instructional rigor and expectations in all content areas.
- Increase instructional rigor and expectations in writing in all content areas.
- Increase levels of advanced achievement
- Monitor instruction through frequent meetings to analyze data and implement interventions.
- Target-focused and intentional instructional interventions for students in the SPED and EB populations.

Implementation Timeline and Evaluation

- Short-Term: Immediate actions on facilities maintenance and safety enhancements.
- Medium-Term: Technology integration and curriculum enhancements over 1-3 years.
- Long-Term: Continuous evaluation and adaptation based on ongoing data and stakeholder feedback.

Comprehensive Needs Assessment Data Documentation

The following data were 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; etc.

Accountability Data

Texas Academic Performance Report (TAPR) data; Performance Index Framework data; Accountability Distinction Designations; Federal Report Card data; PBMS data; etc.

Student Assessment Data

State and federally required assessment information; State of Texas Assessment of Academic Readiness (STAAR) assessment data; Texas English Language Proficiency Assessment System (TELPAS) data; local unit assessment data; attendance data; discipline data; report card grades; observational data; etc.

Budget Allocation:

- Allocate funds based on prioritized needs and objectives, leveraging grants and partnerships for additional supports.

Monitoring and Review:

- Use data-driven assessments and stakeholder input to monitor progress, adjust strategies, and ensure alignment with improvement goals.

This plan integrates the mission, beliefs, goals, objectives, and assessment data into a structured framework to enhance Hitchcock High School's educational environment and student outcomes.

Goal #1: Academic Achievement and Student Performance

- Performance Objective 1: Ensure 100% of students achieve at least one year's academic progress on year-end assessments.
- Performance Objective 2: Increase overall STAAR Approaches, meets, and masters to meet or exceed state averages.
- Performance Objective 3: Maximize student performance through cross-curricular teacher collaboration focused on unified strategies, academic language, and writing short constructed responses.
- Performance Objective 4: Close achievement gaps through targeted reading, math, and writing interventions.
- Performance Objective 5: Raise high school attendance rate to 97%.
- Performance Objective 6: Enhance classroom rigor and curriculum alignment through professional development and data-driven appropriate strategies with high effect size.
- Performance Objective 7: Ensure 100% of 12th graders meet College, Career, and Military Readiness (CCMR) standards.
- Performance Objective 8: Increase participation and success in UIL Academics.
- Performance Objective 9: Attain a 100% passing rate for all extracurricular organizations, teams, and clubs throughout the school year.
- Performance Objective 10: Decrease achievement gaps and show growth among all special populations to meet "Met Standard" in "Closing the Gaps" on State Accountability.

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.)	ESC 13 BIL/ESL SSA; General Funds	Teachers, Principals, District Coordinators				
Ongoing data disaggregation and monitoring of instruction		Teachers, Principals				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/proper ongoing support and accommodations for students		Teachers, Principals, District Coordinators				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, providing ongoing support as needed and utilizing accommodations/modifications as required.		Principals, District Coordinators				
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: Support teacher retention through continuing education opportunities, classroom monitoring, and policy enforcement.
- Performance Objective 2: Foster campus-wide activities to enhance school culture and climate.
- Performance Objective 3: Celebrate staff success through incentives, recognition, and leadership development.

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Continuous support for self-improvement will be provided to all teachers by providing opportunities to participate in self-improvement goals/plans	General Funds; Title I Funds:	School Administration				
Attend local and regional job fairs at college campuses and city centers. Communicate with professional organizations to spread the word about job postings.		Principal				
Ongoing activities and monitoring to improve school culture and climate		Principals, Campus administrators				
Professional development opportunities are provided for staff through staff-led professional development that provides opportunities to grow in specific areas based on the teachers' specific needs.	General Fund	Instructional Leadership Coalition				
The high school will work with the District media specialist to promote a positive representation of current instructional practices on Twitter, which is also linked to LinkedIn, the district website, Facebook, and Instagram.	General Fund	Social media team, principal, and district media specialist.				
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: Increase restorative practices aligned to student consequences as an initial method of behavior correction.

Performance Objective 2: Hitchcock will encourage students to participate in either a co-curricular and/or extra-curricular activity.

Performance Objective 3: Hitchcock will implement safety procedures that become an integral part of the daily routine of the campus.

Evaluation Data Sources / Evidence Demonstrating Progress: discipline data, classroom walk-through documentation, club rosters, eligibility UIL forms, sign-in sheets

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	Teachers, Principals				
Display of CHAMPS visuals and consistent usage of CHAMPS protocols in all classrooms		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements.		Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements.		Principals				
The campus will utilize social workers to support needy students emotionally and psychologically.	General Funds	Principal Counselor				
The campus will utilize social workers to provide emotional and psychological support to students transitioning back from CAP or DAEP.		Asst. Principal, Principal, Social Worker				
Ensure/check that doors are secured after entry/exit – permanently remove anything preventing doors from locking.	General Funds	All Staff				
Ensure all visitors enter through the main door and sign in to the school visitor management system (escort any non-registered visitor to the 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.		Principals, Superintendent				
Ensure regular maintenance of the 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						

2024 - 2025 Campus Improvement Team Members

Committee Role	Name	Position	Email Address
Administrator	Suzette Evans	Principal	sneeley@hitchcockisd.org
Administrator	Mike Skinner	Assistant Principal	mskinner@hitchcockisd.org
Social Worker	Kia'rra Williams	District Social Worker	kwilliams1@hitchcockisd.org
District Counselor	Cynthia Coronado	District Counselor	ccoronado@hitchcockisd.org
Classroom Teacher	Jody Richards	Science Department Head	jrichards@hitchcockisd.org
Classroom Teacher	LaQuita Rhone	English Department Head	lrhone@hitchcockisd.org
Classroom Teacher	Lynelle Rutledge	SPED Lead Teacher	lrutledge@hitchcockisd.org
Classroom Teacher	Dylan Graham	World Geography	dgraham@hitchcockisd.org
Librarian	Corie Jamison	District/Campus Librarian	cjamison@hitchcockisd.org
Paraprofessional	Nicole Kimble	Paraprofessional	nkimble@hitchcockisd.org
Parent	Youhana Manego	Parent	
Parent			
Community/Business Member	Kathy Marullo	Texas First Bank	kathy.marullo@texasfirst.bank