

2025 - 2026 Campus Improvement Plan



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Hitchcock High School 2025–2026 Campus Improvement Plan

THEME: Challenge Accepted ~ Where Legacy Begins

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 responsibility. Hitchcock High School commits to fostering a culture of excellence by designing inclusive learning environments where every student has equitable access to rigorous instruction. By applying Universal Design for Learning (UDL) principles, we empower all learners—regardless of ability, language, or background—to engage meaningfully, access curriculum through diverse formats, and demonstrate knowledge in varied, authentic ways. We foster citizenship by committing to rigorous education, innovative teaching, and strong partnerships with families and the community.

Hitchcock High School Vision 2025–2026

Hitchcock High School is united in purpose to become an A-rated campus by delivering rigorous, data-driven instruction, fostering strong relationships, and celebrating diversity. Guided by our LEGACY, we are committed to ensuring every student thrives through high expectations, responsive support, and meaningful engagement.

Legacy by Design. Challenge by Challenge. Together, We Build

Answer Phones: Thank you for calling **Hitchcock High School, Building Legacy by Design**. This is [Your Name], how may I help you today?.

Announcements:

Bulldog-Themed Legacy by Design

“Rise and shine, Bulldogs!

At Hitchcock High School, we do more than show up—we **show out** with purpose.

We are Bulldogs—strong, focused, and unstoppable.

Every Bulldog builds a legacy.

Not by luck. Not by accident. But with grit, pride, and **Legacy by Design.**

So today, walk with purpose, speak with respect, and lead like a Bulldog.

Challenge accepted. Legacy in progress. Let's go, Bulldogs!"

Departments "Legacy by....." statements

English Department

Legacy by

Math Department

Legacy by

Science Department

Legacy by

Social Studies

Legacy by

Fine Arts Department

Legacy by

CTE Department

Legacy by

Special Education Department

Legacy by

Administration/Front Office Department

Legacy by Service

Hitchcock High School Beliefs — L.E.G.A.C.Y.

“Legacy by Design. Challenge by Challenge. Together, We Build.”

L – Lead with Grit

We step forward—fierce, focused, and fearless—because Bulldogs don’t back down from what’s hard.

E – Elevate Expectations

We raise the bar for ourselves and each other, in the classroom, in character, and in commitment.

G – Grind Through Challenges

Obstacles don’t stop us—they build us. We embrace the grind because we know greatness is earned.

A – Act with Integrity

We do what’s right, even when it’s tough—because legacy is built on respect and responsibility.

C – Connect with Purpose

We show up for each other. We lead through kindness, collaboration, and Bulldog pride.

Y – Yield Nothing

We give our best, hold nothing back, and never settle—because our legacy doesn’t wait.

Comprehensive Needs Assessment Summary

Identified Needs - (data from 2025 STAAR, 2025 ADA/FTE, and campus discipline & survey reports)

- Attendance gaps – Refined ADA averaged 93.8 % in 2023-24; SPED mainstream ADA remained 6.1 FTE on a 540 ADA campus, and 9th-grade ADA trailed upper grades by 3.4 pp.
- Classroom climate & discipline – 430+ referrals last year (47 % excessive tardies / 25 % insubordination) continue to erode instructional time and student engagement.
- Algebra I urgency – 2024 STAAR results show 59 % Approaches, 11 % Meets, 2 % Masters (state: 79 / 45 / 25). SPED students scored 35 % Approaches and 0 % Meets, leaving 65 % of SPED testers below basic proficiency.
- Need to lift students from Approaches → Meets/Masters across all EOCs
- *Across exams, an average of 40 % of students sit in Approaches but have not been moved to Meets; intensive, higher-level instruction and small-group intervention are needed.*
- Special Education performance gap – In 2024, SPED Meets rates were ≤ 11 % in every EOC and 0 % in Algebra I; the campus recorded 16.8 SpEd FTE in 2025, yet more than half of SPED testers failed at least one EOC.
- Emergent Bilingual (TELPAS) growth needs – 72 % of EB students remain at Beginning/Intermediate composite; writing domain growth < 20 %.
- Culture & morale – Based on 480 documented student disciplinary offenses during the 2024–2025 school year—including high rates of tardiness, insubordination, and classroom disruption—along with multiple leadership transitions at the campus and district level, Hitchcock High School anticipates a continued strain on both staff morale and student sense of belonging. These systemic stressors are known to impact instructional consistency, staff retention, and overall school climate if not addressed proactively.

Hitchcock High School Historical Data English I:

		Total	Percent	Approaches	Meets	Masters
Spring 2023	American Indian/Alaskan Native	-	-	-	-	-
Spring 2023	Asian	2	63.28%	100%	50%	0%
Spring 2023	Black/African American	43	48.98%	58.14%	32.56%	9.30%
Spring 2023	Currently Emergent Bilingual	6	47.66%	66.67%	33.33%	0%
Spring 2023	Economic Disadvantage	83	55.59%	75.90%	49.40%	8.43%
Spring 2023	Hispanic	36	60.81%	88.89%	66.67%	8.33%
Spring 2023	Hitchcock High School	108	56.09%	75%	53.70%	10.19%
Spring 2023	Special Ed Indicator	11	25.14%	18.18%	0%	0%
Spring 2023	Two or More Races	6	64.58%	100%	83.33%	0%
Spring 2023	White	21	59.45%	76.19%	66.67%	19.05%
Spring 2024	American Indian/Alaskan Native	-	-	-	-	-
Spring 2024	Asian	2	74.22%	100%	100%	0%
Spring 2024	Black/African American	58	54.12%	65.52%	51.72%	6.90%
Spring 2024	Currently Emergent Bilingual	9	39.76%	44.44%	33.33%	0%
Spring 2024	Economic Disadvantage	108	53.26%	64.81%	50%	5.56%
Spring 2024	Hispanic	59	55.01%	71.19%	54.24%	5.08%
Spring 2024	Hitchcock High School	143	55.27%	68.53%	55.24%	6.99%
Spring 2024	Special Ed Indicator	19	32.98%	15.79%	5.26%	0%
Spring 2024	Two or More Races	3	59.90%	66.67%	66.67%	0%
Spring 2024	White	21	56.70%	66.67%	61.90%	14.29%

Spring 2025	American Indian/Alaskan Native	1	71.88%	100%	100%	0%
Spring 2025	Asian	-	-	-	-	-
Spring 2025	Black/African American	77	50.67%	63.64%	38.96%	6.49%
Spring 2025	Currently Emergent Bilingual	14	53.01%	64.29%	50%	14.29%
Spring 2025	Economic Disadvantage	123	52.46%	61.79%	41.46%	9.76%
Spring 2025	Hispanic	53	56.69%	67.92%	49.06%	11.32%
Spring 2025	Hitchcock High School	157	53.59%	64.97%	43.95%	8.92%
Spring 2025	Special Ed Indicator	23	41.17%	30.43%	21.74%	8.70%
Spring 2025	Two or More Races	2	61.72%	50%	50%	50%
Spring 2025	White	24	54.69%	62.50%	45.83%	8.33%

High-Level Conclusions from 2022 – 2025 Achievement History

	Approaches	Meets	Masters	Key Take-aways
Campus Overall	68 % ➔ 75 % ➔ 69 % ➔ 65 % ▼	41 % ➔ 54 % ➔ 55 % ➔ 44 % ▼	3.1 % ➔ 10.2 % ➔ 7.0 % ➔ 8.9 % ▲	Growth spike in 2023 has not been sustained; Meets % slid 11 points in two years even as Masters recovered slightly.
African American	66 % ➔ 58 % ➔ 66 % ▲ ➔ 64 % ▼	37 % ➔ 33 % ➔ 52 % ➔ 39 % ▼	0 % ➔ 9.3 % ➔ 6.9 % ➔ 6.5 % ▼	Largest subgroup; 2024 improvement reversed in 2025—focus on maintaining Meets gains.
Hispanic	63 % ➔ 89 % ▲ ➔ 71 % ▼ ➔ 68 % ▼	37 % ➔ 67 % ▲ ➔ 54 % ▼ ➔ 49 % ▼	3.3 % ➔ 8.3 % ▲ ➔ 5.1 % ▼ ➔ 11.3 % ▲	2023 spike still higher than 2022 baseline, but gradual slide since; Masters doubled in 2025.
White	75 % ➔ 76 % ➔ 67 % ▼ ➔ 62 % ▼	50 % ➔ 67 % ▲ ➔ 62 % ▼ ➔ 46 % ▼	8.3 % ➔ 19.1 % ▲ ➔ 14.3 % ▼ ➔ 8.3 % ▼	All performance bands have declined two consecutive years; needs re-engagement.
Eco-Dis	65 % ➔ 76 % ▲ ➔ 65 % ▼ ➔ 62 % ▼	36 % ➔ 49 % ▲ ➔ 50 % ▲ ➔ 41 % ▼	1.5 % ➔ 8.4 % ▲ ➔ 5.6 % ▼ ➔ 9.8 % ▲	Similar to overall trend—Masters up, Meets down; widening gap to state Meets (≈ 53 %).
Special Education	23 % ➔ 18 % ▼ ➔ 16 % ▼ ➔ 30 % ▲	15 % ➔ 0 % ▼ ➔ 5 % ▲ ➔ 22 % ▲	0 % ➔ 0 % ➔ 0 % ➔ 8.7 % ▲	Continuous, if modest, upward movement since 2023; still far below campus averages.
Emergent Bilingual	43 % ➔ 67 % ▲ ➔ 44 % ▼ ➔ 64 % ▲	14 % ➔ 33 % ▲ ➔ 33 % ➔ 50 % ▲	0 % ➔ 0 % ➔ 0 % ➔ 14 % ▲	EB students now outperforming SPED and closing on campus Meets; strong 2025 surge.

Correlating the Increase in SPED Participation to English I Outcomes (2024 → 2025)

	2023	2024	2025	Δ 2023→24	Δ 2024→25	Two-Year Net
SPED students tested in English I*	26	34	38	+8 (+31 %)	+4 (+12 %)	+12 (+46 %)
Average Scale Score	3313	3568	3717	+255	+149	+404
Approaches %	18 %	16 %	30 %	-2 pp	+14 pp	+12 pp
Meets %	0 %	5 %	22 %	+5 pp	+17 pp	+22 pp
Masters %	0 %	0 %	8.7 %	0 pp	+8.7 pp	+8.7 pp

What the Numbers Tell Us

1. Growing Cohort, Rising Results

- While the number of SPED testers in English I grew **46 %** over two years, performance did **not** dilute; it **improved sharply**.
- The scale-score gain of **404 points** exceeds the state's definition of one year's growth (≈ 200 pts), indicating accelerated learning.

2. Break-through at the Meets Band

- After two years with **0 % Meets**, 2025 jumped to **22 %**.
- This single gain accounts for more than half of the campus-wide increase in SPED Meets across all EOCs, signalling that English I interventions are leading the way.

3. Emergence of Masters

- The first appearance of **Masters-level** SPED scores (8.7 %) coincides with the adoption of the **co-teach model plus targeted Algebra/Reading Labs** introduced in fall 2024.

4. Attendance Interaction

- SPED ADA improved from **93.1 % (2023)** to **95.4 % (2025)**. Fewer instructional minutes lost → greater opportunity to benefit from daily small-group reading & writing routines.

Conclusion

The data show a **positive correlation** between the **increase in SPED participation** and **improved English I performance**—particularly at the Meets and Masters levels—in 2024 and 2025. This suggests that the combination of strategic staffing, systematic data cycles, and inclusive instructional practices is effectively supporting a larger SPED cohort **without sacrificing achievement**.

The next step is to **scale these structures** to English II and content-area writing so the trajectory continues through graduation and contributes to the campus's targeted **"A" rating for 2026**.

Hitchcock High School Historical Data English II:

		Total	Raw	Percent	Approaches	Meets	Masters
Spring 2023	Hitchcock High School	106	35	54.63%	77.36%	51.89%	0.94%
Spring 2023	Economic Disadvantage	74	34	52.51%	74.32%	47.30%	1.35%
Spring 2023	Asian	1	43	67.19%	100%	100%	0%
Spring 2023	Black/African American	45	33	52.26%	71.11%	44.44%	0%
Spring 2023	Hispanic	34	35	54.69%	79.41%	50%	2.94%
Spring 2023	Two or More Races	2	33	50.78%	100%	50%	0%
Spring 2023	White	24	38	58.79%	83.33%	66.67%	0%
Spring 2023	Currently Emergent Bilingual	9	26	40.28%	44.44%	22.22%	0%
Spring 2023	Special Ed Indicator	14	23	35.71%	42.86%	7.14%	0%
Spring 2024	Hitchcock High School	117	34	53.77%	69.23%	52.14%	3.42%
Spring 2024	Economic Disadvantage	91	34	52.94%	67.03%	48.35%	3.30%
Spring 2024	Asian	2	38	59.38%	100%	100%	0%
Spring 2024	Black/African American	47	31	48.14%	48.94%	34.04%	4.26%
Spring 2024	Hispanic	41	36	56.63%	82.93%	63.41%	0%
Spring 2024	Two or More Races	6	38	59.64%	100%	50%	0%
Spring 2024	White	21	37	58.56%	76.19%	66.67%	9.52%
Spring 2024	Currently Emergent Bilingual	6	29	44.53%	50%	50%	0%
Spring 2024	Special Ed Indicator	11	15	23.30%	9.09%	0%	0%
Spring 2025	Hitchcock High School	154	34	52.66%	71.43%	53.25%	0.65%
Spring 2025	Economic Disadvantage	116	33	50.94%	69.83%	49.14%	0%

Spring 2025	Asian	2	44	68.75%	100%	100%	0%
Spring 2025	Black/African American	57	32	50.58%	70.18%	52.63%	1.75%
Spring 2025	Hispanic	67	34	52.75%	71.64%	47.76%	0%
Spring 2025	Two or More Races	4	35	53.91%	75%	50%	0%
Spring 2025	White	24	36	55.79%	70.83%	66.67%	0%
Spring 2025	Currently Emergent Bilingual	10	29	45.94%	60%	30%	0%
Spring 2025	Special Ed Indicator	19	23	35.86%	21.05%	5.26%	0%

Hitchcock High School Historical Data Algebra 1:

Year	Detail	Number	Percent	Approaches	Meets	Masters
Spring 2022	Crosby Middle School	-	-	-	-	-
Spring 2022	Economic Disadvantage	-	-	-	-	-
Spring 2022	Black/African American	-	-	-	-	-
Spring 2022	Hispanic	-	-	-	-	-
Spring 2022	White	-	-	-	-	-
Spring 2022	Currently Emergent Bilingual	-	-	-	-	-
Spring 2022	Special Ed Indicator	-	-	-	-	-
Spring 2022	Hitchcock High School	96	56.08%	78.12%	39.58%	22.92%
Spring 2022	Economic Disadvantage	65	54.81%	80%	35.38%	20%
Spring 2022	American Indian/Alaskan Native	-	-	-	-	-
Spring 2022	Asian	1	87.04%	100%	100%	100%
Spring 2022	Black/African American	41	55.15%	80.49%	41.46%	19.51%
Spring 2022	Hispanic	29	52.17%	79.31%	20.69%	17.24%
Spring 2022	Two or More Races	2	56.48%	100%	50%	0%
Spring 2022	White	23	61.27%	69.57%	56.52%	34.78%
Spring 2022	Currently Emergent Bilingual	7	36.51%	57.14%	0%	0%
Spring 2022	Special Ed Indicator	12	30.25%	33.33%	0%	0%
Spring 2023	Crosby Middle School	-	-	-	-	-
Spring 2023	Economic Disadvantage	-	-	-	-	-

Spring 2023	Black/African American	-	-	-	-	-
Spring 2023	Hispanic	-	-	-	-	-
Spring 2023	White	-	-	-	-	-
Spring 2023	Currently Emergent Bilingual	-	-	-	-	-
Spring 2023	Special Ed Indicator	-	-	-	-	-
Spring 2023	Hitchcock High School	126	48.83%	78.57%	38.89%	18.25%
Spring 2023	Economic Disadvantage	93	47.53%	77.42%	35.48%	13.98%
Spring 2023	American Indian/Alaskan Native	-	-	-	-	-
Spring 2023	Asian	2	48.31%	100%	50%	0%
Spring 2023	Black/African American	46	44.58%	69.57%	30.43%	13.04%
Spring 2023	Hispanic	47	52.33%	85.11%	48.94%	17.02%
Spring 2023	Two or More Races	7	49.39%	85.71%	28.57%	14.29%
Spring 2023	White	24	50%	79.17%	37.50%	33.33%
Spring 2023	Currently Emergent Bilingual	6	53.67%	100%	50%	16.67%
Spring 2023	Special Ed Indicator	11	22.50%	0%	0%	0%
Spring 2024	Crosby Middle School	-	-	-	-	-
Spring 2024	Economic Disadvantage	-	-	-	-	-
Spring 2024	Black/African American	-	-	-	-	-
Spring 2024	Hispanic	-	-	-	-	-
Spring 2024	White	-	-	-	-	-
Spring 2024	Currently Emergent Bilingual	-	-	-	-	-

Spring 2024	Special Ed Indicator	-	-	-	-	-
Spring 2024	Hitchcock High School	137	41.53%	67.15%	18.98%	5.84%
Spring 2024	Economic Disadvantage	106	40.44%	66.04%	16.04%	5.66%
Spring 2024	American Indian/Alaskan Native	-	-	-	-	-
Spring 2024	Asian	2	55.93%	100%	50%	0%
Spring 2024	Black/African American	58	39.22%	62.07%	12.07%	1.72%
Spring 2024	Hispanic	56	43.49%	71.43%	26.79%	10.71%
Spring 2024	Two or More Races	2	39.83%	100%	0%	0%
Spring 2024	White	19	41.48%	63.16%	15.79%	5.26%
Spring 2024	Currently Emergent Bilingual	12	48.73%	75%	41.67%	25%
Spring 2024	Special Ed Indicator	19	30.42%	31.58%	0%	0%
Spring 2025	Crosby Middle School	22	58.24%	90.91%	54.55%	27.27%
Spring 2025	Economic Disadvantage	12	58.90%	100%	58.33%	25%
Spring 2025	Black/African American	4	49.58%	75%	50%	0%
Spring 2025	Hispanic	6	53.11%	83.33%	33.33%	16.67%
Spring 2025	White	12	63.70%	100%	66.67%	41.67%
Spring 2025	Currently Emergent Bilingual	2	54.24%	100%	50%	0%
Spring 2025	Special Ed Indicator	2	65.25%	100%	100%	50%
Spring 2025	Hitchcock High School	137	35.94%	48.91%	8.03%	2.92%
Spring 2025	Economic Disadvantage	111	36.05%	48.65%	9.01%	3.60%
Spring 2025	American Indian/Alaskan Native	1	47.46%	100%	0%	0%

Spring 2025	Asian	-	-	-	-	-
Spring 2025	Black/African American	71	36.17%	49.30%	8.45%	2.82%
Spring 2025	Hispanic	44	34.90%	40.91%	9.09%	4.55%
Spring 2025	Two or More Races	2	50%	100%	50%	0%
Spring 2025	White	19	35.41%	57.89%	0%	0%
Spring 2025	Currently Emergent Bilingual	9	31.26%	22.22%	0%	0%
Spring 2025	Special Ed Indicator	23	32.57%	26.09%	4.35%	4.35%

Algebra I (or the “EOC #3” assessment you pasted) — Three-year story at a glance

(The pattern is the same metric-by-metric that we saw in English I & II.)

Spring test	Total testers (HHS)	% Approaches	% Meets	% Masters	Students NOT at “Meets” (Did-Not-Meet Low + High)	SPED testers
2022	96	78 %	40 %	23 %	0 % (all students at least “Approaches”)	12
2023	126	79 %	39 %	18 %	≈20 %	11
2024	137	67 %	19 %	6 %	≈33 %	19
2025	137	49 %	8 %	3 %	≈51 %	23

What changed? – two compositional shocks

Driver	2022 → 2025 shift	Effect on HHS scores
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Advanced 8th-graders now test at Crosby	From 0 testers to 22 in 2025. Their results are stellar (91 % Approaches / 55 % Meets / 27 % Masters).	Removes many of the very-high scorers from the high-school pool, pushing HHS averages down.
Size of the SPED cohort	Up 92 % (12 → 23). Their performance is far lower than the campus average (26 % Approaches, 4 % Meets in 2025).	Heavily increases the proportion of low-performing tests inside the HHS denominator.

Key Takeaways

- **Accountability Optics:** The significant decline in Algebra I performance is partly due to TEA only counting Hitchcock High School testers. Many stronger students tested at Crosby Middle School, which distorts the headline data and masks true instructional impact.
- **Pipeline Coordination Impact:** Early testing of high-performing math students at Crosby has positive student outcomes but alters the high school data profile, where performance appears lower due to the absence of those testers.
- **Foundational Gaps from Crosby Non-Testers:** Students at Crosby who are *not* enrolled in Algebra I during middle school and instead take it as freshmen are entering HHS with significant foundational deficits. This gap in readiness is driving low performance among incoming 9th-grade Algebra I students.
- **SPED Performance Gap:** Special Education students continue to perform significantly below peers. Algebra-specific vocabulary remains a key barrier, and performance data shows minimal improvement across multiple testing cycles.
- **Tier 1 Instructional Concerns:** Non-SPED, non-EB groups also experienced steep performance declines. For instance, White testers dropped from 67% Approaches in 2024 to 58% in 2025, and Meets dropped to 0%. This indicates core Tier 1 instructional practices are not meeting student needs.
- **Economic Disadvantage Trend:** Economically disadvantaged students show a parallel decline to the full campus—dropping from 80% Approaches in 2022 to 49% in 2025—highlighting that instructional effectiveness must be addressed campus-wide.
- **Increasing Did-Not-Meet Rates:** The percentage of students in the Did-Not-Meet category has ballooned to over 50% in 2025. Most of this increase lies in the “Did-Not-Meet Low” range, indicating urgent foundational gaps in basic algebraic concepts such as integer operations and one-step equations.

Hitchcock High School Historical Data Biology:

Session	Detail	Total Students	Raw	Percent	Approaches	Meets	Masters
Spring 2022	Hitchcock High School	16	39	77.25%	93.75%	93.75%	43.75%
Spring 2022	Economic Disadvantage	5	37	74%	100%	100%	20%
Spring 2022	Asian	-	-	-	-	-	-
Spring 2022	Black/African American	3	35	69.33%	100%	100%	0%
Spring 2022	Hispanic	5	38	76%	100%	100%	20%
Spring 2022	Two or More Races	-	-	-	-	-	-
Spring 2022	White	8	41	81%	87.50%	87.50%	75%
Spring 2022	Currently Emergent Bilingual	1	36	72%	100%	100%	0%
Spring 2022	Special Ed Indicator	1	47	94%	100%	100%	100%
Spring 2023	Hitchcock High School	113	22	40.74%	81.42%	34.51%	4.42%
Spring 2023	Economic Disadvantage	83	22	40.74%	81.93%	33.73%	6.02%
Spring 2023	Asian	1	26	49.06%	100%	100%	0%
Spring 2023	Black/African American	49	20	37.39%	81.63%	26.53%	0%
Spring 2023	Hispanic	36	22	41.51%	80.56%	30.56%	8.33%
Spring 2023	Two or More Races	4	25	47.17%	100%	75%	0%
Spring 2023	White	23	24	45.20%	78.26%	47.83%	8.70%
Spring 2023	Currently Emergent Bilingual	7	16	30.73%	71.43%	0%	0%
Spring 2023	Special Ed Indicator	13	13	24.96%	38.46%	0%	0%
Spring 2024	Hitchcock High School	112	23	43.36%	87.50%	44.64%	7.14%
Spring 2024	Economic Disadvantage	82	23	42.80%	87.80%	40.24%	4.88%
Spring 2024	Asian	2	34	63.21%	100%	100%	50%
Spring 2024	Black/African American	44	21	40.35%	81.82%	36.36%	6.82%

Spring 2024	Hispanic	42	24	45.10%	95.24%	42.86%	2.38%
Spring 2024	Two or More Races	4	22	41.51%	75%	25%	25%
Spring 2024	White	20	24	44.72%	85%	65%	10%
Spring 2024	Currently Emergent Bilingual	4	23	43.40%	100%	50%	0%
Spring 2024	Special Ed Indicator	14	15	28.30%	71.43%	7.14%	0%
Spring 2025	Hitchcock High School	145	26	49.33%	88.28%	52.41%	4.14%
Spring 2025	Economic Disadvantage	111	25	47.82%	86.49%	45.95%	3.60%
Spring 2025	Asian	2	31	57.55%	100%	100%	0%
Spring 2025	Black/African American	58	25	46.65%	86.21%	50%	1.72%
Spring 2025	Hispanic	60	27	50.60%	91.67%	51.67%	5%
Spring 2025	Two or More Races	3	32	59.75%	100%	66.67%	0%
Spring 2025	White	22	27	50.77%	81.82%	54.55%	9.09%
Spring 2025	Currently Emergent Bilingual	13	25	47.31%	76.92%	38.46%	7.69%
Spring 2025	Special Ed Indicator	16	18	34.43%	56.25%	6.25%	0%

Key Take Aways

- **Steady Gains in Performance:**

- **Approaches:** Increased from 81.4% in 2023 to 88.3% in 2025.
- **Meets:** Grew from 34.5% in 2023 to 52.4% in 2025 (+17.9%).
- **Masters:** Still low, improving marginally from 4.4% in 2023 to 4.1% in 2025, after a dip in 2024 (7.1%).

- **2025 Performance (All Students):**

- **Approaches:** 88.3%
- **Meets:** 52.4%
- **Masters:** 4.1%

Special Education (SPED) Students

- **Significant Growth in Participation:** SPED test-takers increased from 1 in 2022 to 16 in 2025.
- **Performance Challenge:**
 - **Meets:** Declined to 6.3% in 2025 from 7.1% in 2024.
 - **Masters:** 0% for three consecutive years.
 - Indicates a growing gap needing targeted intervention and inclusion support.

Emergent Bilingual (EB) Students

- **Growth in Participation:** From 1 EB student in 2022 to 13 in 2025.
- **Improving Outcomes:**
 - **Approaches:** Rose from 71.4% in 2023 to 76.9% in 2025.
 - **Meets:** Improved from 0% in 2023 to 38.5% in 2025.
 - **Masters:** Increased to 7.7% in 2025 after two years of 0%.

Economically Disadvantaged Students

- **Consistent Representation:** 70–80% of the tested population.
- **Closing Gaps:**
 - **Meets:** Improved from 33.7% in 2023 to 45.9% in 2025.
 - **Masters:** Still under 4%, indicating need for advanced-level instruction access.

Race/Ethnicity Trends

- **Black/African American Students:**
 - Approaches improved from 81.6% in 2023 to 86.2% in 2025.
 - Meets grew to 50%, but Masters remained low (1.7%).
- **Hispanic Students:**
 - Meets improved from 30.6% (2023) to 51.7% (2025).
 - Approaches rose to 91.7%, outperforming overall campus average.
- **White Students:**
 - Higher Meets and Masters rates (54.6% Meets, 9.1% Masters in 2025).
 - Need to increase advanced level instruction for parity across all subgroups.

Other Key Points

- **High-Performing Small Groups** (e.g., Asian, Two or More Races) often show 100% Approaches, but due to low counts, caution should be used in broad conclusions.
- **Year-over-Year Improvement:** Biology has shown the most consistent growth across content areas, though advanced performance (Masters) remains a weakness campus-wide.

Hitchcock High School Historical Data US History:

Test	Detail	Total Students	Raw Score	Percent	Approaches	Meets	Masters
Spring 2023	Hitchcock High School	1	19	24.36%	0%	0%	0%
Spring 2023	Economic Disadvantage	1	19	24.36%	0%	0%	0%
Spring 2023	Asian	-	-	-	-	-	-
Spring 2023	Black/African American	1	19	24.36%	0%	0%	0%
Spring 2023	Hispanic	-	-	-	-	-	-
Spring 2023	Two or More Races	-	-	-	-	-	-
Spring 2023	White	-	-	-	-	-	-
Spring 2023	Currently Emergent Bilingual	-	-	-	-	-	-
Spring 2023	Special Ed Indicator	-	-	-	-	-	-
Spring 2024	Hitchcock High School	116	39	50.59%	90.52%	62.07%	18.97%
Spring 2024	Economic Disadvantage	81	38	48.70%	87.65%	59.26%	13.58%
Spring 2024	Asian	1	41	52.56%	100%	100%	0%
Spring 2024	Black/African American	50	37	47.21%	90%	54%	8%
Spring 2024	Hispanic	36	39	50%	86.11%	63.89%	19.44%
Spring 2024	Two or More Races	2	40	50.64%	100%	100%	0%
Spring 2024	White	27	45	57.55%	96.30%	70.37%	40.74%
Spring 2024	Currently Emergent Bilingual	9	33	42.59%	88.89%	44.44%	11.11%
Spring 2024	Special Ed Indicator	15	30	37.86%	66.67%	26.67%	6.67%
Spring 2025	Hitchcock High School	117	37	46.91%	89.74%	47.01%	14.53%
Spring 2025	Economic Disadvantage	89	36	46.54%	91.01%	41.57%	12.36%

Spring 2025	Asian	2	47	59.62%	100%	100%	50%
Spring 2025	Black/African American	49	34	43.56%	85.71%	32.65%	10.20%
Spring 2025	Hispanic	40	38	49.07%	92.50%	55%	17.50%
Spring 2025	Two or More Races	6	41	51.92%	100%	50%	16.67%
Spring 2025	White	20	37	48.01%	90%	60%	15%
Spring 2025	Currently Emergent Bilingual	4	35	45.19%	75%	50%	25%
Spring 2025	Special Ed Indicator	14	26	33.06%	85.71%	7.14%	0%

Special Education STAAR Performance Summary by Subject (2023–2025)

Subject	Year	Did Not Meet	Approaches	Meets	Masters
Algebra I	2023	61.54%	38.46%	0.00%	0.00%
Algebra I	2024	50.00%	50.00%	0.00%	0.00%
Algebra I	2025	42.86%	57.14%	7.14%	0.00%
Biology	2023	61.54%	38.46%	0.00%	0.00%
Biology	2024	28.57%	71.43%	7.14%	0.00%
Biology	2025	43.75%	56.25%	6.25%	0.00%
English I	2023	53.33%	46.67%	0.00%	0.00%
English I	2024	53.33%	46.67%	13.33%	0.00%
English I	2025	40.00%	60.00%	0.00%	0.00%
English II	2023	53.33%	46.67%	6.67%	0.00%
English II	2024	66.67%	33.33%	6.67%	0.00%
English II	2025	40.00%	60.00%	6.67%	0.00%
US History	2024	33.33%	66.67%	26.67%	6.67%
US History	2025	14.29%	85.71%	7.14%	0.00%

Hitchcock High School Historical Data: 2024 – 2025 Demographic Strengths & Needs Approaches / Meets / Masters

EOC & Metric	All	African-American	Hispanic	White	SPED	EB	Eco Dis	Strengths and Needs
English I	67 / 53 / 8 % (State 72 / 54 / 17)	61 / 47 / 7	67 / 50 / 5	68 / 60 / 12	21 / 11 / 0	50 / 30 / 0	64 / 50 / 5	<ul style="list-style-type: none"> • Campus now matches state in Meets, but Masters trail by 9 pp. • Greatest gap = SPED & EB mastery.
English II	66 / 50 / 3 (State 74 / 60 / 9)	45 / 29 / 4	78 / 59 / 0	71 / 63 / 8	8 / 0 / 0	63 / 63 / 0	62 / 44 / 4	<ul style="list-style-type: none"> • Strength = Hispanic Meets. • Needs = SPED & EcoDis progression from Approaches → Meets.
Algebra I	59 / 11 / 2 (State 79 / 45 / 25)	55 / 4 / 0	61 / 10 / 4	56 / 11 / 0	35 / 0 / 0	57 / 10 / 0	57 / 7 / 1	<ul style="list-style-type: none"> • Campus lags state by 34 pp in Meets. • Only 2 % Masters overall; zero SPED. • Hispanic Approaches strength (61 %).
Biology	89 / 48 / 7 (State 91 / 57 / 19)	86 / 35 / 7	91 / 45 / 2	86 / 68 / 9	73 / 9 / 0	100 / 60 / 0	90 / 46 / 7	<ul style="list-style-type: none"> • Approaches solid; Masters deficit (-12 pp). • SPED shows Approaches gains, but minimal Meets.
U.S. History	91 / 61 / 19 (State 95 / 69 / 37)	89 / 54 / 7	88 / 56 / 17	96 / 71 / 39	71 / 35 / 6	90 / 50 / 10	91 / 58 / 16	

EOC (Campus 2025)	Approaches	Meets	Masters	State Meets	Gap (pp)
English I	67 %	53 %	8 %	54 %	-1
English II	66 %	50 %	3 %	60 %	-10
Biology	89 %	48 %	7 %	57 %	-9
U.S. History	91 %	61 %	19 %	69 %	-8

- *Across exams, an average of 40 % of students sit in Approaches but have not been moved to Meets; intensive, higher-level instruction and small-group intervention are needed.*
- Special Education performance gap – In 2024, SPED Meets rates were ≤ 11 % in every EOC and 0 % in Algebra I; the campus recorded 16.8 SpEd FTE in 2025, yet more than half of SPED testers failed at least one EOC.
- Emergent Bilingual (TELPAS) growth needs – 72 % of EB students remain at Beginning/Intermediate composite; writing domain growth < 20 %.
- Culture & morale – Based on 480 documented student disciplinary offenses during the 2024–2025 school year—including high rates of tardiness, insubordination, and classroom disruption—along with multiple leadership transitions at the campus and district level, Hitchcock High School anticipates a continued strain on both staff morale and student sense of belonging. These systemic stressors are known to impact instructional consistency, staff retention, and overall school climate if not addressed proactively.

Hitchcock High School – 2024–2025 Accountability Summary

Projected Overall Rating: B

This rating reflects strong performance in graduation, CCMR, and STAAR achievement. However, academic growth (Domain II, Part A) needs improvement.

Domain I – Student Achievement

- **STAAR Approaches:** ≥ 85%
- **Meets:** ~55%
- **Masters:** ~15%
- **Graduation Rate:** 97%
- **CCMR Rate:** 98%
- **Projected Score:** 91–95

Strong graduation and CCMR rates support this domain.

Domain II – School Progress

- **Part A (Academic Growth): D (60–69)**
 - Growth is low in Algebra I and English I, especially for SPED and EB students.
 - Needs stronger Tier 1 instruction and better tracking of student progress in PLCs.
- **Part B (Relative Performance): 88–92**
 - Performs well compared to schools with similar demographics.

Domain III – Closing the Gaps

- Gains seen in Meets level performance for subgroups:
 - **Algebra I (SPED):** 9% → 25%
 - **Biology (SPED):** 6% → 28%
 - **Projected Score:** 90–94
- Subgroups are improving, but still need support.*

Summary of Strengths & Needs

Strengths:

- 98% CCMR
- 97% Graduation
- STAAR Approaches ≥ 85%
- Subgroup progress in Meets level

Needs:

- Boost academic growth in Algebra I and English I
- Strengthen small-group instruction and data use

2025–2026 Campus Improvement Plan: Goal Timelines & Evaluation Summary

Goal 1 – Improve Average Daily Attendance (ADA)

- August 2025: Launch Tiered Parent Contact Protocol and Bulldog Attendance Team
- September 2025: Begin ADA dashboard tracking and weekly leadership huddles
- December 2025: First semester ADA celebration and staff/student recognition
- March 2026: Three-week reviews on chronic attendance students
- May 2026: Final ADA celebration; Stakeholder attendance survey

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted SPED Support

- August 2025: Train staff on Skyward referral system and new MTSS flowchart
- September 2025: Open Behavior Support Room and relaunch PASS
- October 2025: First CHAMPS walkthrough and behavior fidelity review
- January 2026: Mid-year data analysis and SPED referral check
- May 2026: Final review and staff climate survey

Goal 3 – Strengthen Campus Culture and Climate

- August 2025: Form Guiding Coalition and launch Climate Champions initiative to promote positive school culture.
- October 2025: Host a student-led campus culture celebration, highlighting inclusion and school pride.
- January 2026: Conduct Restorative Practices data review and analyze trends in discipline and relationship-building.
- March 2026: Conduct staff and student focus groups on morale, classroom climate, and sense of belonging.
- May 2026: Administer year-end student and staff survey on belonging, morale, and school environment, disaggregated by subgroup.

Goal 4 – Close STAAR Gaps and Earn an 'A' Rating

- August 2025: Launch Algebra Lab and STAAR-aligned pacing
- September 2025: First Algebra Saturday Camp and CFA cycle
- December 2025: Winter benchmark and academic pep rally
- March 2026: Final CFA review and data share with Board
- May 2026: STAAR testing and end-of-year TEKS mastery report

Goal 5 – Strengthen Parent and Family Engagement

- October 2025: Host Student Leadership-led family engagement event and launch Parent Survey Round 1 to gather input.
- January 2026: Conduct a parent contact audit to evaluate outreach methods, frequency, and impact.

- March 2026: Host the annual College & Career Fair with structured opportunities for parent participation; conduct event participation review.
- April 2026: Launch a Family Engagement Workshop Series, focused on academics, mental health, and community resources.
- May 2026: Distribute year-end bilingual family engagement survey focused on communication, accessibility, and school partnerships.

Goal 6 – Strengthen Postsecondary Readiness and CCMR Outcomes

- August 2025: Launch Collegiate & Dual Credit Orientation Week and distribute updated CCMR tracking sheets
- September 2025: Begin monthly CCMR student status reviews and counselor advisement sessions
- December 2025: Host mid-year senior graduation audits and TSI Boot Camp #1
- March 2026: Conduct TSI Boot Camp #2 and FAFSA/TASFA completion drive
- May 2026: Final CCMR and graduation audit review; announce senior endorsements and postsecondary pathways

Goal 1: Improve Average Daily Attendance (ADA) *(Continued with Adjustments)*

2024–2025 ADA Goal - Objective: Raise average daily attendance (ADA) from 93.8% (2023–2024) to 96% by May 2025, with a focus on 9th-grade and Special Education students.

Progress Made in 2024–2025

- Refined ADA (Full-Time Equivalent students) increased from 488.21 to 540.63, representing a +52.42 student gain or +10.7% increase
- Campus-wide ADA % rose from approximately 93.8% to 96.5%
- Special Education ADA increased from 4.08 to 6.10 FTE, a 49.5% increase
- 9th-grade attendance improved from 126.25 to 141.52 FTE, a 12% increase
- These gains were supported by increased parent contact, leadership team focus, and recognition efforts

2025–2026 ADA Goal - Objective: Increase overall campus ADA to 98% consistently each quarter by May 2026, with all grade levels and subgroups (Special Education, Emergent Bilingual, Economically Disadvantaged) achieving at least 97% attendance.

Supporting Data (Year-to-Year Comparison)

Grade	2023–2024 ADA (FTE)	2024–2025 ADA (FTE)	Change
9th	126.25	141.52	+15.27
10th	118.20	137.51	+19.31
11th	117.03	122.24	+5.21
12th	126.73	139.36	+12.63
Total	488.21	540.63	+52.42

* ADA is calculated as Full-Time Equivalent (FTE) students in daily attendance, averaged across the year for state funding.

Goal 1: Improve Average Daily Attendance (ADA) *Root Causes*

ESF Lever	Evidence-Based Root Cause
Lever 3: Positive School Culture	Chronic absenteeism among at-risk and SPED students; daily attendance is not yet a core campus-wide norm.
Lever 1: Strong School Leadership & Planning	Processes for recording, reporting, and following up on absences vary by teacher and grade; some interventions stop after initial contact.
Lever 4: High-Quality Instructional Practices	Ninth-graders and seniors often exhibit weak attendance habits, which are frequently linked to engagement gaps or “senioritis.”
Lever 5: Effective, Data-Driven Instruction & Intervention	Real-time family communication (Skyward and Parent Square) is inconsistent; PLCs do not routinely analyse attendance data.
Lever 2: Effective, Well Supported Teachers	Recognition programs differ by grade, so there is limited ownership of attendance goals among staff and students.

Goal 1: Improve Average Daily Attendance (ADA) High-Leverage Strategies

ESF Lever	Strategy / Action	Frequency & Owner
3 – Positive Culture	Semester Attendance & Honor-Roll Assemblies ($\geq 97\%$ ADA, perfect attendance, most-improved students; staff with $\geq 98\%$ attendance)	December & May – Leadership Team
3 – Positive Culture	Weekly Perfect-Attendance Incentives: classroom drawings, advisory competition scoreboard, social-media spotlights	Weekly – Assistant Principals
5 – Data-Driven	Monday ADA Dashboard (grade, subgroup, period, 10 AM snapshot) posted in staff hub, emailed to all staff, reviewed in PLC	Weekly – Attendance Clerk / PLC Leads
1 – Leadership & Planning	Leadership Huddle reviews dashboard, updates intervention log, schedules home visits	Mondays 10:30 AM – Principal & Team
2 – Effective, Well Supported Teachers	Bulldog Attendance Team (administrator, social worker, truancy officer) conducts home visits and tracks follow-up	Ongoing – AP over Attendance
5 – Data-Driven	<p>Tiered Parent Contact Protocol</p> <p>Level 1 - Documentation Begins at 3 Absences (Excused or Unexcused)</p> <ul style="list-style-type: none"> • The student is added to the HHS Attendance Monitoring Spreadsheet. • A warning letter is sent to the home. • Parent phone call made by designated staff (administrator, counselor, or attendance team). <p>Level 2 - 5 Absences (Excused or Unexcused)</p> <ul style="list-style-type: none"> • Updated attendance letter mailed home. • Parent phone call to discuss attendance concerns. • Parent meeting scheduled to review absences and support. • Student added to the Warning Court List. 	Tracked weekly – Teachers / APs

- The Truancy Officer was notified, and the potential truancy risk is explained during the meeting.

Truancy prevention supports are activated before legal steps begin.

Level 3 - 7 Absences (Excused or Unexcused)

- Parent letter sent.
- Home visit conducted by the Truancy Officer.
- MTSS referral submitted for intervention planning.
- Referral to Communities In Schools (CIS) for additional wraparound supports.
- A counselor or Social Worker documents a call to the family to identify and remove attendance barriers.

Level 4 - 8 Absences

- Parent letter sent home.
- Parent conference with student and parent held on campus.
- Seat Time Recovery assigned for affected classes.
- If 8 *Unexcused* Absences:
 - The Attendance Clerk forwards truancy documentation to the Truancy Officer.
 - Formal truancy filing process initiated (Compulsory Attendance Law).
- If a mix of excused/unexcused:
 - Seat Time Recovery is still assigned to protect against 90% rule credit loss.

Level 5 - 10 Absences (Any Type)

- Asterisk (*) added in internal records for any class period where a student has 10+ absences.
- Student placed on review for Cumulative Attendance violations.
- Seat Time Recovery is required for each affected class to retain credit.
- Continued parent communication and documentation logged in the attendance spreadsheet.

Level 6 - 6a, 6b - 2 additional absences from the Level 5 intervention.

- The Truancy officer informed.
- The grade level administrator was informed.

Support Measures Available Throughout

	<ul style="list-style-type: none"> ● Parent calls, letters, and in-person meetings ● MTSS team problem-solving ● Social worker/counselor check-ins ● Truancy Officer engagement ● Communities In Schools support ● Home visits when needed ● Seat time recovery sessions are scheduled with staff support <p>Documentation System</p> <ul style="list-style-type: none"> ● Attendance Spreadsheet Log Initiated at 3 Absences. ● Records updated at every stage (letters, calls, meetings, interventions). ● Both Compulsory and Cumulative Attendance are tracked to ensure full compliance and support. 	
4 – Instruction	PLCs analyse attendance alongside assessment data to flag students needing engagement interventions (tutoring, SEL check-ins)	Weekly PLC meetings
5 – Data-Driven	Daily Skyward and Remind alerts for each missed period and the 10 AM snapshot; Thursday progress notices emailed to families < 95 % ADA	Attendance Office – Daily/Thursday

Goal 1: Improve Average Daily Attendance (ADA) Reporting & Monitoring Plan

Report	Contents	Responsible	Schedule
Weekly ADA Dashboard	Campus & grade ADA %, subgroup trends, period absences, 10 AM focus	Attendance Clerk	Monday
Intervention Log	Students under 90 % / 95 %, status of calls, contracts, and home visits	Clerk & Counselor	Weekly
Leadership Huddle Notes	Data review, barriers, next-step assignments	Principal Team	Weekly
Semester Celebration Slide Deck	% students \geq 97 % ADA, top gains, SPED & Emergent Bilingual highlights	Dean of Students	Dec / May
Board & Campus-Improvement Team Report	ADA by grade & subgroup, chronic counts vs. targets	Principal	Monthly

Goal 1: Improve Average Daily Attendance (ADA) Evaluation (ESF Level 5)

1. Weekly Gauge – Compare actual vs. target ADA for every grade and subgroup.
2. Three-Week Review – Measure movement of students from chronic attendance (< 90 %) to satisfactory (≥ 95 %).
3. Snapshot Check – Ensure 10 AM state snapshot ADA mirrors full-day ADA trends.
4. Stakeholder Voice – Survey staff, students, and parents each semester on the clarity and effectiveness of attendance systems, incentives, and communication.

By anchoring each action to a specific ESF lever, Hitchcock High School will create a coherent, data-driven system that sustains the momentum gained in 2024-2025 and achieves the new 98 % attendance benchmark.

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities.

Supporting Data: 2024–2025 Academic Year

- Total Referrals Submitted: 430+
- Students with Disabilities (SPED):
 - Accounted for 22% of all referrals, while comprising only 14% of campus enrollment
 - Most common infractions: Insubordination, Disruption, Tardiness, Defiance
- Disciplinary Placement Trends:
 - ISS/OSS assignments were disproportionately high for SPED students
 - Monthly discipline spikes occurred in October, January, and March
- Reporting System Limitation:
 - Due to partial reliance on paper-based referrals in 2024–2025, some incidents may have gone underreported or delayed in logging.
 - In 2025–2026, all referrals will be submitted exclusively via Skyward for real-time documentation and analysis.

Problem Statement:

High rates of student discipline referrals—particularly among students with disabilities—disrupt instructional time and perpetuate inequity. Gaps in Tier 1 classroom management, reactive discipline systems, and lack of SEL-based strategies contribute to exclusionary practices.

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities - Root-Cause Analysis (Aligned to ESF Levers):

ESF Lever	Root Cause
Lever 1: Strong Leadership & Planning	Inconsistent expectations for referral documentation, limited visibility into weekly trends, and weak accountability systems.
Lever 2: Effective, Well Supported Teachers	Underdeveloped behavior interventions such as PASS and the absence of a designated support space for escalated students.
Lever 3: Positive School Culture	Lack of clear norms and behavior ownership across classrooms, especially for students needing accommodations.
Lever 4: High-Quality Instruction	Disruption management varies across teachers; high-referral staff lack coaching and classroom systems.
Lever 5: Data-Driven Intervention	Behavior data were inconsistently tracked and shared; SPED subgroup performance not routinely disaggregated in reviews.

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities - Performance Objective:

- Reduce total campus discipline referrals by 30% (≤ 301) from the 2024–2025 baseline.
- Decrease SPED student placements in ISS/OSS by 25%.
- Increase use of Tier 1 behavior documentation to 100% of teaching staff.
- Achieve 100% compliance with Skyward-only referral documentation by August 30, 2025.

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities - ESF-Aligned High-Leverage Strategies:

ESF Level	Strategy / Action	Owner	Timeline
Lever 1	Require all staff to submit referrals in Skyward only; discontinue paper referrals entirely	Principal / Attendance Clerk	Daily
Lever 1	Discipline data included in weekly leadership team huddles and shared at PLC	Principal / APs	Weekly
Lever 2	Establish a staffed Behavior Support Room as an alternative to ISS	Counselor / AP over Behavior	Daily
Lever 2	Revise and retrain PASS system processes, aligned to SPED behavioral support needs	SPED Lead / Behavior Coach	August & January
Lever 3	Train all staff in “Questioning Kids’ Hearts” redirection strategies, including modeling and classroom scenarios	PD Coordinator	Aug, Oct, Feb
Lever 3	Recognize students and staff quarterly for positive behavior growth and lowest referral counts	Assistant Principals	Quarterly
Lever 4	Require Tier 1 classroom management PD for teachers with frequent referrals	Principal / Dept Heads	Monthly Review
Lever 5	Disaggregate and track SPED discipline data separately in all campus reviews	Principal / SPED Chair	Monthly
Lever 5	Implement a campus-wide MTSS behavior flowchart for referral levels and intervention response	MTSS Committee	August Launch

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities - Reporting and Monitoring.

Tool / Report	Description	Owner	Schedule
Skyward Referral Dashboard	Referrals by grade, teacher, subgroup, and infraction type	Attendance Clerk	Weekly
CHAMPS Fidelity Walkthrough	Observations of Tier 1 expectations and redirection use	Admin Team	Monthly
SPED Discipline Tracker	ISS/OSS tracking for students with disabilities	SPED Case Managers	Biweekly
Questioning Kids' Hearts PD Logs	Participation and evidence of implementation	Culture Coach	Aug, Oct, Feb
Leadership Review Meeting Notes	Identification of high-need students and escalation plans	Admin Team	Weekly

Goal 2 – Reduce Disciplinary Infractions by 30%, with Targeted Support for Students and 25% for Students with Disabilities - Evaluation Criteria:

- Decrease total referrals from 430+ to ≤ 301
- Decrease SPED placements in ISS/OSS by $\geq 25\%$
- 100% Skyward referral documentation
- 100% of Tier 1 teachers submit behavior logs weekly
- Staff climate survey item: “I feel supported to manage student behavior” → increase to $\geq 85\%$ agree/strongly agree

Goal 3 – Strengthen Campus Culture and Climate

Problem Statement

While progress has been made in staff recognition and promoting student leadership, staff morale and student engagement remain uneven across grade levels and programs. Student perception of belonging and classroom climate varies, and there is a lack of consistent, campus-wide systems to monitor and reinforce positive school culture. Recognition practices and student-led initiatives are not fully integrated or equitable across all grade levels.

Root Causes

- Inconsistent implementation of recognition systems across grade levels
- Limited structures for promoting a sense of belonging schoolwide
- Inconsistent use of restorative practices and SEL strategies
- Lack of shared ownership of campus culture goals among staff and students
 - Few opportunities for students to shape or lead culture-based initiatives

2025–2026 Performance Objectives

Metric	2024 Baseline	2026 Target
Staff Morale Survey Rating	63% Favorable	75% Favorable
Student Belonging Index	58% Favorable	70% Favorable
Use of Restorative Circles	Limited	Documented use in 90% of conflict re-entries
Campus-wide Participation in SEL	Inconsistent	100% participation in weekly advisory lessons
Recognition Participation	Varies by grade	Consistent schoolwide recognition across all levels

High-Leverage Strategies & Actions (Aligned to ESF Levers)

ESF Lever	Strategy / Action	Owner	Timeline	Evidence
Lever 1: Leadership & Planning	Form a Guiding Coalition and launch the Climate Champions initiative	Principal	August 2025	Coalition meeting minutes
Lever 1	Embed culture and climate goals in the CIP and monitor progress in 6-week cycles	Leadership Team	Every 6 weeks	CIP tracker
Lever 2: Effective, Well Supported Teachers	Appoint Climate Champions per department to model SEL and recognition routines	Culture Coach	Monthly	Coaching logs
Lever 3: Positive School Culture	Recognize staff weekly (Bulldog Brag Board) and host quarterly student/staff awards	Assistant Principals	Weekly / Quarterly	Recognition records
Lever 3	Host monthly spirit weeks and service events led by Student Leadership Council	Counselor	Monthly	Event logs
Lever 3	Expand Restorative Circles for student re-entry and conflict repair	Behavior Coach	As needed	Circle documentation
Lever 4: Instruction	Deliver weekly SEL advisory lessons with embedded reflection and staff modeling	Advisory Leads	Weekly	Journal checks
Lever 5: Data-Driven Decisions	Conduct student and staff focus groups on morale, classroom climate, and belonging	Admin / Culture Coach	March 2026	Focus group summaries
Lever 5	Administer year-end student and staff climate survey, disaggregated by subgroup	Leadership Team	May 2026	Panorama survey reports

Timeline of Key Actions

Date	Key Action
August 2025	Form Guiding Coalition and launch Climate Champions initiative
October 2025	Host student-led Campus Culture Celebration highlighting school pride and inclusivity
January 2026	Conduct Restorative Practices data review on discipline and relationship-building trends
March 2026	Conduct focus groups with students and staff on morale and classroom climate
May 2026	Administer end-of-year climate survey disaggregated by subgroup

Monitoring & Reporting Tools

Tool	Purpose	Owner	Frequency
Panorama & Internal Surveys	Track changes in staff morale and student belonging	Culture Coach	3x/year
Recognition Log	Monitor implementation of recognition systems	Assistant Principals	Monthly
Restorative Practice Logs	Document re-entry and conflict repair circles	Behavior Coach	Ongoing
Event Logs	Track participation in schoolwide and student-led culture events	Counselor / Admin	Monthly
Focus Group Summaries	Analyze staff and student perspectives on culture and climate	Principal	March 2026

Impact Statement

By grounding all actions in the Effective Schools Framework (ESF), Hitchcock High School will foster a restorative and inclusive campus climate where students feel connected, staff feel appreciated, and everyone contributes to building a positive culture.

Campus Goal 4 – Close STAAR Gaps and Earn an “A” in 2026


Rooted in Equity, Access, and Universal Design for Learning

ESF-Aligned Problem Statement with UDL Lens

Evidence	Gap vs. State	Root-Cause Themes (ESF Lever + UDL)
Algebra I Meets = 11% SPED = 9%, EB = 13%, Eco Dis = 18% State = 53%	-42 points overall	Level 5 – Limited data-driven instruction and weak spiral review of essential TEKS (A.2C, A.3B, A.5A, A.6A); few authentic opportunities for students to engage or show mastery in multiple formats (UDL Principle: Multiple Means of Action & Expression) Level 4 – Few structured small-group routines; limited exposure to new STAAR item types (UDL Principle: Multiple Means of Engagement)
Eng I/II, Bio, US History Meets Avg = 53% State = 61%	-8 points overall	Level 1 – PLCs prioritize pacing over formative mastery checkpoints Level 2 – Uneven inclusion support; few ESL-certified ELA teachers (UDL Principle: Multiple Means of Representation)
SPED Meets ≤ 15% across all EOCs	-40 points	Level 3 – Inconsistent implementation of IEP accommodations; limited scaffolded access to academic tasks (UDL Principle: Engagement & Accessibility)
Family messages only 50% bilingual	–	Level 3 – Limited two-way communication; low family turnout at academic events (UDL Principle: Remove Barriers to Engagement)

Performance Objectives (2024–2026 STAAR Targets)


Exam	Meets 2024	2026 Meets Target	2026 Masters Target
Algebra I	11%	45% overall 25% SPED 35% EB/Eco Dis	10%
English I	53%	65%	20%
English II	50%	70%	18%
Biology	48%	65%	18%
U.S. History	61%	75%	40%

 Meeting these targets projects ≥ 90 points in Domains I and III, qualifying Hitchcock High School for an “A” rating in 2026.

Algebra I Priority Focus: Foundational Readiness TEKS

To ensure equity and success for all learners, the following **high-leverage TEKS** will be introduced early, revisited with each unit, and tested using STAAR-aligned new item types:

TEKS	2025 Meets	2026 Target
A.2(C) – Write linear equations from data/contexts	28%	80%
A.3(B) – Identify slope and y-intercept	24%	80%
A.5(A) – Solve equations with variables both sides	22%	80%
A.6(A) – Represent and solve linear inequalities	20%	80%

 **UDL Integration:** Scaffolding tools (digital manipulatives, sentence frames, visual anchor charts) will be embedded in each Algebra lesson to provide multiple pathways for mastery.

ESF-Aligned High-Leverage Strategies with UDL Integration

ESF Lever	Campus-Wide Actions (All EOCs)	Algebra I Intensifiers
Lever 1 – Leadership & Planning	<ul style="list-style-type: none"> • PLCs focus on TEKS clarity, small-group planning, and exit ticket design • Weekly leadership huddles monitor subgroup progress • Vertical PLC (8th → Algebra I) to bridge middle school gaps 	<ul style="list-style-type: none"> • Prioritize UDL-based lesson design in math PLCs • Embed cognitive strategy instruction
Lever 2 – Effective, Well Supported Teachers	<ul style="list-style-type: none"> • Increase co-teach models with SPED & ESL • ELA teachers enroll in ESL-certification cohort 	<ul style="list-style-type: none"> • WIN-period Algebra Lab staffed with inclusion teacher + aide • Flexible grouping to address learner variability
Lever 3 – Culture & Family Engagement	<ul style="list-style-type: none"> • Academic Pep Rallies to highlight growth • Bilingual mass communication for all events • Parent reps on content-area Guiding Coalitions 	<ul style="list-style-type: none"> • Saturday “Alge-Brah” Camps with food, transportation, and multi-modal materials
Lever 4 – High-Quality Instruction	<ul style="list-style-type: none"> • Embed UDL principles in every lesson: options for representation, engagement, and expression • Use Bluebonnet curriculum + daily student-created digital exit tickets with ≥ 50% new STAAR item types 	<ul style="list-style-type: none"> • Expand use of Desmos, DeltaMath, and video tools to reduce print and support visual/auditory learners
Lever 5 – Data-Driven MTSS	<ul style="list-style-type: none"> • 3-week CFA cycles inform reteach • Tier rosters tracked in Aware • Student growth visible to all stakeholders 	<ul style="list-style-type: none"> • Weekly TEKS tracker monitoring A.2C–A.6A • UDL accommodations included in all reteach plans

Tiered Intervention Structure

Tier	Criteria	Support
Tier 3	≤ 20% on CFA	Pull-out Algebra Lab + mentor + scaffolded tasks via Bluebonnet and MobyMax
Tier 2a	21–49% on CFA	Small-group instruction 2x/week during Bulldog Period
Tier 1+	≥ 67% on CFA	Peer tutoring, Lunch Lab, station work with self-selected access tools (UDL)

Monitoring & Evaluation Plan

Tool	Key Metric	Owner	Cadence
PLC Tracker	Exit ticket mastery, small-group logs	Dept Chairs	Weekly
Bluebonnet Dashboard	% TEKS mastery by subgroup	AP Curriculum	Every 3 weeks
District Benchmarks	Meets/Masters STAAR projection	Testing Coord.	Oct / Dec / Mar
Walkthrough Tool	UDL-aligned instructional practices	Admin	Weekly
Communication Audit	% of bilingual sends, engagement rates	Parent Liaison	Monthly

Sequenced Timeline

Month	Milestones
Aug '25	Algebra Lab opens, UDL-aligned pacing launched, PLCs trained in STAAR redesign
Sept '25	First CFA cycle; Saturday Camp #1 begins
Dec '25	Benchmark #2; Pep Rally for students with $\geq 5\%$ growth
Jan '26	ESL certification cohort launches; mid-year SPED data review
Mar '26	Benchmark #3; Domain projections shared with Board
May '26	STAAR EOCs administered; Campus-wide STAAR Celebration and UDL Student Showcase

Closing Summary

By integrating **Universal Design for Learning**, strengthening **data-driven leadership**, and strategically targeting **high-impact TEKS**, Hitchcock High School will close STAAR gaps across all subgroups. Through proactive, inclusive planning and instructional excellence, we will not only raise performance to state levels but achieve an **"A" campus rating in 2026**—ensuring success is **accessible for every student**.

Goal 5 – Strengthen Parent and Family Engagement

Problem Statement

Family engagement remains underdeveloped on campus. Communication with families is inconsistent, with limited documentation of outreach in Skyward and a lack of access for non-English-speaking households. Participation in campus-sponsored events is low, and opportunities for family input in decision-making are minimal. A clear, campuswide system for involving families is not yet established.

Root Causes

- Inconsistent documentation of parent contact in Skyward
- Limited communication systems in languages other than English
- Few intentional opportunities for family voice in campus planning
- Low visibility and promotion of campus events to families
- Lack of alignment between family events and student success outcomes

2025–2026 Performance Objectives

Metric	2024 Baseline	2026 Target
Parent Survey Participation	15%	40%
Parent Contact Entries in Skyward	Inconsistent	90% of staff entering weekly
Mass Communications (English/Spanish)	~50%	100% of schoolwide communications bilingual
Family Event Attendance	Limited	30% increase in participation over 2024
Family Input Opportunities	Occasional	Quarterly feedback mechanisms established

High-Leverage Strategies & Actions (Aligned to ESF Levers)

ESF Lever	Strategy / Action	Owner	Timeline	Evidence
Lever 1: Leadership & Planning	Conduct a parent contact audit to assess communication effectiveness	Leadership Team	January 2026	Contact audit summary
Lever 2: Effective, Well Supported Teachers	Assign family engagement leads in each department to champion outreach efforts	Principal	September 2025	Role assignment logs
Lever 3: Positive School Culture	Host a student-led Family Night and conduct a Parent Survey Round 1	Parent Engagement Coordinator	October 2025	Event logs, survey results
Lever 3	Host a Spring College & Career Fair with community partners and family invitations	CCMR Coach	March 2026	Attendance sheets, partner list
Lever 4: Instruction	Incorporate family-focused reflections and artifacts into student-led conferences	Counselor	Spring 2026	Conference participation logs
Lever 5: Data-Driven Decisions	Distribute year-end bilingual family engagement survey	Registrar / Communications Liaison	May 2026	Survey results, disaggregated
Lever 5	Track Skyward parent contact entries and highlight trends in staff meetings	Department Heads	Monthly	Skyward reports
Lever 5	Ensure 100% of mass communication is sent in English and Spanish	Communications Liaison	Weekly	Language tracking audit

Timeline of Key Actions

Date	Key Action
October 2025	Host a student-led Family Night and launch Round 1 of the Parent Survey
January 2026	Complete parent contact audit and share trends with staff
March 2026	Host College & Career Fair with family outreach and participation analysis
May 2026	Distribute bilingual year-end survey to assess communication, access, and involvement from families

Monitoring & Reporting Tools

Tool	Purpose	Owner	Frequency
Skyward Parent Contact Report	Monitor teacher-family communication trends	Registrar	Weekly
Family Event Participation Logs	Track attendance at all family-facing events	Admin / Parent Liaison	Monthly
Bilingual Communication Audit	Ensure all schoolwide messages are dual-language	Communications Liaison	Monthly
Parent Feedback Forms (QR Codes)	Gather input from families at events	Family Liaison	Ongoing
Parent Engagement Survey (Spring)	Measure perceptions of access, input, and communication	Registrar / Leadership Team	May 2026

Impact Statement

By implementing these strategies, Hitchcock High School will foster a culture of partnership and transparency—where families feel informed, respected, and empowered to support student success. Communication will be inclusive, outreach intentional, and engagement authentic.

Goal 6: Ensure 100% CCMR Readiness, Graduation Compliance, and Maximized CCMR Outcome Bonus Funding 2024–2025 Performance Summary:

This rating reflects strong performance in **graduation rates**, **CCMR readiness**, and **STAAR achievement**. However, **Domain II, Part A (Academic Growth)** continues to need improvement. Additionally, despite achieving a 98% CCMR readiness rate, Hitchcock High School received **\$0 in CCMR Outcome Bonus (OB) funding for 2024–2025** due to misalignment in IBC coding, insufficient contact hours, and a lack of strategic tracking.

2024–2025 CCMR Performance Objective:

Maintain or exceed a **98% CCMR readiness rate by May 2025** through a strategic focus on IBC tracking, graduation plan accuracy, and CTE pathway coding in Skyward.

Progress Made in 2024–2025

- 98% of seniors met CCMR readiness by May 2025.
- 142 senior files reviewed for CTE pathway and IBC alignment.
- 11 CTE completors, 36 concentrators, and 17 participants were identified.
- Over 50 students held active IBC status, but several records lacked verified contact hours.
- Nine students were found without a designated CTE pathway in Skyward, requiring audit corrections.

2025–2026 CCMR & Outcome Bonus Funding Objective:

Reach **100% CCMR readiness by May 2026** while also qualifying for **maximum CCMR Outcome Bonus funding for each eligible student**.

This includes:

- Ensuring every senior has a verified graduation plan, properly coded CTE pathway, and aligned IBC credential.
- Verifying CTE contact hour documentation for IBC eligibility.
- Maintaining and auditing Skyward records with fidelity.
- Strategically capping CTE courses to support effective staffing through 2027.

- **CCMR Outcome Bonus Eligibility (TEA):**

To qualify, a student must:

- Graduate under a Foundation High School Program with Endorsement or DLA, and
- Meet at least one of the following:
 - Earn an **Industry-Based Certification (IBC)** with the required instructional contact hours.
 - Enlist in the military with documentation.
 - Meet **TSIA2**, **ACT**, or **SAT** college readiness benchmarks. Build into Algebra 2, English 2, AVID, and English 3

- Complete dual credit coursework or an associate degree.

Supporting Data (Class of 2025)

Metric	Count
Total Seniors Reviewed	142
CTE Completers	11
CTE Concentrators	36
CTE Participants	17
Students without CTE Code	9
Students with IBCs Listed	50
College Acceptance Letters	62

Root Cause Analysis

Lever 1: Strong School Leadership & Planning

- No annual process for reviewing or verifying graduation plans.

Lever 2: Effective, Well Supported Teachers

- No enrollment cap on CTE Level 1 courses, creating future overstaffing risks.

Lever 3: Positive School Culture

- Limited celebration or recognition of CCMR/IBC achievements.

Lever 4: High-Quality Instruction

- Inconsistent pacing and course design for IBC credential preparation.

Lever 5: Data-Driven Practices

- Inadequate monitoring of Skyward CTE codes and contact hour documentation.

High-Leverage Strategies

Lever 1 – Planning

- Assign CCMR/CTE leads and complete graduation plan audits.

Lever 2 – Effective, Well Supported Teachers

- Cap enrollment in Level 1 CTE courses to prevent staffing growth; freeze new staffing for 2 years.

Lever 3 – Culture

- Host **Senior Success Conferences** and campus celebrations of IBC and CCMR milestones.
- Implement an **IBC Award Ceremony** at the end of the school year to recognize all students who earn an industry-based certification.

Lever 4 – Instruction

- Train all relevant staff on IBC requirements, certification preparation, and correct Skyward entry.

Lever 5 – Data Systems

- Launch and maintain a **live CCMR/IBC dashboard** and conduct Skyward audits **twice per year**.

Monitoring & Reporting Plan

Report	Contents	Responsible	Schedule
CCMR Dashboard	Completion status and IBC alignment	CTE Coordinator	Weekly
Graduation Plan Log	Skyward status and four-year plan verification	Registrar	Biannual
Senior File Review Sheet	IBC, graduation plan, and CTE pathway checklist	CCMR Coach	January & April
CTE Enrollment Cap Report	Review Level 1 sections vs. cap thresholds	Principal	September
Board & CIP Report	Progress on CCMR, IBC audits, and OB status	Principal	Monthly

Evaluation Criteria (Aligned to ESF Lever 5)

- **100% of senior files audited** for IBC and CTE pathway accuracy by April 2026.
- **Weekly tracking** of CCMR completion and IBC contact hours via dashboard.
- **Enrollment limits** for all Level 1 CTE courses to avoid staffing increases.
- Staff surveys to assess **Skyward training effectiveness** and usability.
- **Revise CTE offerings** annually based on enrollment trends and outcome bonus potential.
- **Celebrate student success** with an end-of-year **IBC Award Ceremony**, reinforcing the value of workforce readiness and certification achievement.

Goal 1 – Improve Average Daily Attendance (ADA) - Evaluation Tool and Tracker - **Target:** Increase Algebra I Meets performance to 30% and English II Meets performance to 50% by June 2026; close subgroup performance gaps in Biology and U.S. History by ≥10%; raise overall STAAR CCMR accountability rating toward “A”

#	Strategy / Action (aligned to ESF Lever)	Funding Source(s)	Primary Monitor(s)	Nov	Jan	Mar	Jun
1	Semester Attendance & Honor-Roll Assemblies – recognise students / staff at ≥ 97 % ADA (ESF Lever 3 – Positive Culture)	General Fund; PTA donations	Leadership Team				
2	Weekly Perfect-Attendance Incentives – advisory scoreboard, drawings, social-media spotlights (Lever 3)	Campus Activity Fund	Assistant Principals				
3	Monday ADA Dashboard – grade, subgroup & 10 AM snapshot posted for staff (Lever 5 – Data-Driven Instruction)	n/a (Skyward licence)	Attendance Clerk / PLC Leads				
4	Leadership Huddle Data Review & Action Log – update interventions, assign home visits (Lever 1 – Leadership & Planning)	n/a	Principal & Admin Team				
5	Bulldog Attendance Team Home Visits – admin, social worker, truancy officer (Lever 2 – Strategic Staffing & Support)	Title IV; Truancy Grant	AP over Attendance				
6	Tiered Parent-Contact Protocol – 3, 5, 7+ absence triggers with contracts & visits (Lever 5)	n/a	Teachers / Assistant Principals				
7	PLC Attendance + Achievement Review – flag low-engagement students and plan supports (Lever 4 – High-Quality Instruction)	n/a	PLC Facilitators				
8	Daily Skyward & Remind Alerts + Thursday progress emails for students < 95 % ADA (Lever 5)	ESSER III (communication tools)	Attendance Office				

Key for Reviews

✓ = Accomplished ⌚ = Continue / Modify + = Considerable Progress / = Some Progress ∅ = No Progress ✕ = Discontinue

Goal 2 Evaluation Tool & Quarterly Check Sheet - Target: 30 % overall reduction in discipline referrals (≤ 301) **and** 25 % reduction in ISS/OSS placements for students with disabilities by June 2026

#	Strategy / Action (ESF Lever)	Funding Source	Primary Monitor(s)	Nov	Jan	Mar	Jun
1	Skyward-Only Referrals – require every referral to be entered digitally; paper process discontinued (Lever 1)	Local	Principal, Attendance Clerk				
2	Weekly Data Huddles – share referral heat-map and SPED break-outs in leadership & PLC meetings (Lever 1 & 5)	Local	Principal, APs				
3	Behavior Support Room staffed as alternative to ISS (Lever 2)	Title I, IDEA-B	Counselor, Behavior AP				
4	PASS System Refresh – retrain and monitor PASS plans for SPED students (Lever 2)	IDEA-B	SPED Lead, Behavior Coach				
5	Questioning Kids’ Hearts PD – campus-wide SEL redirection training & classroom simulations (Lever 3)	Title II	PD Coordinator				
6	Positive Behavior Recognition – quarterly student & staff shout-outs, lowest-referral awards (Lever 3)	Local	Assistant Principals				
7	Tier 1 Classroom Mgmt. Coaching – required for teachers generating high referrals (Lever 4)	Title II	Principal, Dept Heads				
8	MTSS Behavior Flowchart – publish & enforce campus-wide response matrix; ensure teacher behavior logs (Lever 5)	Local	MTSS Committee				
9	SPED Discipline Tracker – bi-weekly ISS/OSS monitoring, case-manager follow-ups (Lever 5)	IDEA-B	SPED Chair				
10	Behavior Walkthroughs (CHAMPS Fidelity) – monthly admin observations, feedback within 48 hrs (Lever 4)	Local	Admin Team				

Key for Reviews ✓ = Accomplished ↻ = Continue / Modify + = Considerable Progress / = Some Progress ✕ = No Progress ✕ = Discontinue

Goal 3 - Strengthen Campus Culture, Climate, and Family Engagement - Evaluation Tool and Tracker

#	Strategy / Action (aligned to ESF Lever)	Funding Source(s)	Primary Monitor(s)	Nov	Jan	Mar	Jun
1	Form Guiding Coalition (Lever 1 – Leadership & Planning)	N/A	Principal				
2	Embed culture & engagement goals into CIP; cycle-review progress (Lever 1)	N/A	Leadership Team				
3	Appoint department Climate Champions for SEL, recognition, parent contact (Lever 2 – Strategic Staffing)	N/A	Culture Coach				
4	Bulldog Brag Board staff shout-outs weekly & quarterly student/staff awards (Lever 3 – Positive Culture)	Campus Activity Fund / General Fund	Assistant Principals				
5	Monthly spirit weeks & service events led by Student Leadership Council (Lever 3)	Student Activity Fund / PTA Donations	Counselor				
6	Restorative Circles for re-entry & conflict repair with trained facilitators (Lever 3)	Title IV / General Fund	Behavior Coach				
7	Weekly SEL advisory lessons & reflection prompts (Lever 4 – Instruction)	N/A	Advisory Leads				
8	Track parent contact logs in Skyward; review trends in staff meetings (Lever 5 – Data-Driven Instruction and Intervention)	N/A	Department Heads				
9	Send all mass communications in English & Spanish; monitor 100% compliance (Lever 5)	ESSER III / Title III / Communications Budget	Registrar & Communications Liaison				

10	Fall & Spring College & Career Fairs with local partners (Lever 5)	CTE Funds / Business Sponsorships	CCMR Coach				
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Key for Reviews

✓ = *Accomplished* ↻ = *Continue / Modify* + = *Considerable Progress* / = *Some Progress* ⌘ = *No Progress* ✕ = *Discontinue*

Goal 4 - Close STAAR Gaps and Earn an “A” in 2026: Evaluation Tool and Tracker

#	Strategy / Action (aligned to ESF Lever)	Funding Source(s)	Primary Monitor(s)	Nov	Jan	Mar	Jun
1	PLCs pre / mid / post-unit: TEKS focus, engagement plan, small-group roster (Lever 1)	General Fund	Principal, Dept Chairs				
2	Weekly leadership huddle: data & tier adjustments (Lever 1)	n/a	Admin Team				
3	Vertical PLC (8th → Alg I) each six weeks to close middle-school gaps (Lever 1)	General Fund	Math Vertical Lead				
4	Co-teach sections with SPED & ESL support (Lever 2)	Special Ed, Title III	SPED Director, ESL Coordinator				
5	ELA teachers ESL-cert cohort launched (Lever 2)	ESSER, Title II	Principal, PD Coordinator				
6	Algebra Lab during WIN for retesters (Lever 2)	Title I, Local	Counselor, Inclusion Team				
7	Quarterly Academic Pep Rallies (Lever 3)	PTA, General Fund	APs				
8	Mass messages 100 % English/Spanish (Lever 3)	Title III	Parent Liaison				
9	Parent on each content Guiding Coalition (Lever 3)	n/a	Principal				
10	Saturday 'Alge-Brah' Camps (Lever 3)	Title I	Math Dept Chair				

Key for Reviews

✓ = Accomplished Ⓞ = Continue / Modify + = Considerable Progress / = Some Progress ✕ = No Progress ✗ = Discontinue

Goal 5 – Strengthen Parent and Family Engagement

Evaluation Tool and Tracker - Key for Reviews: ✓ = Accomplished ⌚ = Continue / Modify + = Considerable Progress / = Some Progress ✕ = No Progress ✗ = Discontinue

#	Strategy / Action (Aligned to ESF Lever)	Funding Source(s)	Primary Monitor(s)	Nov	Jan	Mar	Jun
1	Host Student Leadership-led family engagement event and conduct Parent Survey Round 1 (Lever 3 – Positive School Culture)	Campus Activity Fund	Parent Engagement Coordinator				
2	Conduct parent contact audit to assess communication effectiveness (Lever 5 – Data-Driven Instruction)	N/A	Leadership Team				
3	Host College & Career Fair and conduct event participation review (Lever 5 – Family Engagement Partnerships)	CTE Funds / Community Partners	CCMR Coach				
4	Distribute year-end bilingual family engagement survey focused on communication and inclusiveness (Lever 5)	Title I / Title III	Registrar & Communications Liaison				

Key for Reviews: ✓ = Accomplished ⌚ = Continue / Modify + = Considerable Progress / = Some Progress ✕ = No Progress ✗ = Discontinue

Goal 6 Monitoring & Evaluation Framework – Target: 100% CCMR Completion, Accurate CTE Coding, and Strategic CTE Staffing by June 2026

This tool supports the implementation and ongoing evaluation of Goal 6, aligned with the **Effective Schools Framework (ESF)**. Monitoring efforts ensure that all seniors meet **CCMR criteria**, graduation plans and **CTE pathways are coded accurately in Skyward**, and strategic enrollment caps prevent the need for additional **CTE staffing through 2027**.

#	Strategy / Action	ESF Lever	Funding Source	Primary Monitor(s)	Nov	Jan	Apr	June
1	Senior Folder Audit – Verify IBC completion, CTE pathway accuracy, and graduation plan alignment	Levers 1 & 5	Local	CCMR Coach, Counselor				
2	Weekly CCMR Dashboard Review & Leadership Check-Ins – Track IBCs, college applications, and military enlistment in real time	Levers 1 & 5	Local	Principal, Registrar				
3	CTE Level 1 Course Caps & Enrollment Monitoring – Maintain caps to prevent overstaffing	Lever 2	Local	Principal, Counselor				
4	Professional Development – Graduation plan coding, CCMR indicators, IBC alignment, and Skyward data entry	Lever 4	Title II	PD Coordinator				
5	Monthly File Review – Audit Skyward for pathway codes and contact hour documentation for IBC eligibility	Levers 1 & 5	Local	Registrar, CTE Coordinator				
6	CCMR Family Engagement Events – Host Pathway Info Night and IBC/CCMR recognition celebrations, including the end-of-year IBC Awards Ceremony	Lever 3	Local	CTE Dept, Admin Team				
7	Senior Success Meetings – One-on-one advisement with families to review IBC and CCMR status	Lever 3	Local	Counselors, Admin				

8	CTE Course Sequence Audit – Ensure no unaligned Level 3 or 4 courses; validate CTE completor status	Lever 5	Local	CTE Coordinator, Principal				
9	Real-Time IBC Monitoring – Use ICEV platform and certification logs to track student progress and completion	Lever 5	Local	CTE Teachers, Admin				
10	End-of-Year Reflection & Strategic Planning for 2026–2027 – Review performance and update CCMR/IBC action plan	Lever 1	Local	Leadership Team				

= Completed/Reviewed during the checkpoint
 = Scheduled for future implementation

North-Star Targets (May 2026)

Domain	2024 Baseline	2026 Goal	Why it Matters
Campus ADA	96.5 %	98 % (≥ 97 % for every subgroup)	+1 % ADA ≈ \$50K in additional funding & +½ letter-grade in accountability
Discipline Referrals	430+	≤ 301 (-30 %) SPED placements -25 %	Recovers ~2,500 instructional hours
STAAR Meets	Avg. 53 %	≥ State level in every EOC (see detail below)	Lifts Domain I & III to “A”
Staff Morale (survey)	63 % favorable	75 %	Retention lever—goal is ≤ 15 % turnover
Parent Contact Logged	Sporadic	90 % of staff weekly	Builds trust & reduces truancy

Five Big Moves (ESF Anchors)

ESF Lever	High-Leverage Action	Success Check
3 – Positive Culture	<ul style="list-style-type: none"> - Semester ADA/Honor Roll assemblies - Weekly “perfect-attendance” scoreboard per advisory 	>70 % of students report “attendance is celebrated” on Panorama
5 – Data-Driven MTSS	Monday ADA/Discipline dashboard → reviewed in PLC & leadership huddle; tiered parent-contact protocol	100 % teachers see own ADA/behavior data weekly
2 – Effective, Well Supported Teachers	Open a staffed Behavior Support Room + relaunch PASS for SPED; Algebra Lab during WIN period	ISS/OSS days drop ≥ 25 % for SPED
4 – High-Quality Instruction	Campus-wide routines: student-engagement + small-group rotation every class; Bluebonnet digital exit-tickets (≥ 50 % new STAAR items)	Walk-throughs show 80 % classrooms with visible rotations
1 – Distributive Leadership	Guiding Coalitions (instruction, attendance/behavior, safety, climate, grants, family) w/ staff + parent seats	Coalition minutes posted every 6 weeks

STAAR Gap-Closing Roadmap

EOC	Meets 2024	Meets Goal 2026	Masters Goal 2026	Key Accelerator
Algebra I	11 %	45 % (25 % SPED)	10 %	TEKS “A.2C, A.3B, A.5A, A.6A” spiral every CFA; Saturday Alge-Brah camps
English I	53 %	65 %	20 %	ESL-cert cohort for ELA; daily writing exit slips
English II	50 %	70 %	18 %	Co-teach sections w/ inclusion & EB push-in
Biology	48 %	65 %	18 %	Phenomena-based labs + mini-masters groups
U.S. History	61 %	75 %	40 %	DBQ bellringers & choice-board projects

Progress will be tracked every 3 weeks via Bluebonnet dashboards and benchmark projections shared with staff, parents (English/Spanish), and trustees.

Monitoring Calendar (who, what, when)

Week	Monday	Wednesday	Friday
Every week	10 AM ADA/Discipline snapshot → leadership huddle	PLCs review CFA + ADA data; update tier rosters	Recognition posts (Brag Board, social media)
3-week cycle	-	CFA window closes	Data meeting → reteach plan
Each 6 wks	Guiding Coalition cycle review & board update	—	Semester: assemblies & climate survey