



Hitchcock Independent School District

Hitchcock High School

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Hitchcock High School

2023-2024 Campus Improvement Plan



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Mission Statement

The mission of Hitchcock High School is to produce contributing citizens prepared for life-long learning- providing opportunities that will maximize their growth- educationally, emotionally, and physically, to be successful in whichever path they choose in their post-graduate life.

Statement of Beliefs

We believe that:

- Each student deserves access to a world-class education
- Education is a partnership between family, school, and community.
- Relationships are the foundation for meaningful teaching and learning.
- Learning can occur at any time, place, and pace.
- Providing diverse learning opportunities promotes individual success.
- Excellence is worth the effort.
- High expectations drive performance.
- Diversity strengthens our community.
- The measure of success of any society is the success of its children.
- Communication with all stakeholders develops unity.
- Every person is responsible for being a continuous lifelong learner.
- Innovation requires a commitment to bold ideas.

Goals

Goal #1 Generate a regular practice of obtaining formative data on a daily basis that predicts academic performance on assessments.

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

Goal #3: Maintain a safe environment with consistent expectations conducive to learning.

Goal #4 Our goal is to promote success by maintaining the integrity of the academic environment and providing rigorous instruction through high-impact teaching practices.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hitchcock High School is a growing 3A school located 15 miles north of Galveston and 40 miles south of downtown Houston. There are currently 527 students enrolled in the high school, with 499 housed at the main high school campus. The student population is 38.2% African American, 34% Hispanic, 24% White, and 3.5% two or more races. There is approximately an overall rate of 72.3% for Economically Disadvantaged, 6.8% for English Learners, 12.1% for Special Education. The average class size is 15.5, which is below the state average.

In state assessments, the campus is currently scoring above the state average in English 1, Algebra 1, and Biology in approaches, and Algebra 1 in meets and masters; however, we are below the state average in the other tested subjects- although the gap is closing and most are within 10% points of the state average. **For the 2023 school year, the score comparisons were:**

Note: 2023 scores are preliminary due to the delay in the release of State Accountability and are subject to change.

	English 1 (App)	English 2 (App)	Algebra 1 (App)	Biology (App)	US History (APP)
State	71%	74%	78%	89%	95%
Campus	65%	72%	66%	78%	93%
	English 1 (Meets)	English 2 (Meets)	Algebra 1 (Meets)	Biology (Meets)	US History (Meets)
State	54%	56%	45%	57%	71%
Campus	46%	48%	27%	32%	63%
	English 1 (Masters)	English 2 (Masters)	Algebra 1 (Masters)	Biology (Masters)	US History (Masters)
State	14%	9%	24%	22%	39%
Campus	7%	3%	10%	5%	20%

Demographics Strengths

Small class size in core classes allows for positive relationship building between student and teacher. Although we are at/close to state averages for approaching level- Algebra 1 has surpassed the state in the approaches category. The other areas are near the state averages but are still behind, especially in meets and masters. In the majority of areas, the gap is less than 10% with the exception of US History, English 1 in meets and masters, and Algebra 1 in meets and masters.

Demographic Needs

- Increase attendance
- Increase academic, advancement, and enrichment opportunities for students
- Provide rigorous training to give teachers the tools to increase classroom rigor to build on state testing percentages.
- Increase opportunities for family and community participation and education

Student Academic Achievement

Accountability Rating Summary: 2023 Ratings To Be Determined

Accountability Rating Summary: 2022 Ratings

Overall Performance: 87 (B)

- Student Achievement: **86 (B)**
 - STAAR Performance: 70
 - College, Career & Military Readiness: 97
 - Graduation Rate: (98.8%) 95
- School Progress: **91 (A)**
 - Academic Growth 69
 - Relative Performance 91
- Closing the Gaps: **78 (C)**
- Distinctions Earned: No distinctions earned

Campus STAAR Historical Passing Percentages

Note: 2023 scores are preliminary due to the delay in the release of State Accountability, and are subject to change.

EOC English I STAAR Summary	Tested Year	2019			2021			2022			2023		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	50%	39%	6%	67%	49%	6%	60%	34%	2%	65%	46%	7%
EOC English II STAAR Summary	Tested Year	2019			2021			2022			2023		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	40%	25%	1%	65%	45%	5%	65%	50%	6%	72%	48%	3%
EOC Algebra I STAAR Summary	Tested Year	2019			2021			2022			2023		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	68%	41%	22%	84%	57%	26%	77%	34%	19%	66%	27%	10%
EOC Biology STAAR Summary	Tested Year	2019			2021			2022			2023		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	81%	50%	14%	84%	51%	15%	79%	56%	23%	78%	32%	5%
EOC US History STAAR Summary	Tested Year	2019			2021			2022			2023		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	75%	43%	13%	80%	55%	29%	77%	48%	30%	93%	63%	20%

Student Academic Achievement Strengths

- 72 students are enrolled in 198 college courses for the 2023 Fall semester
- HHS students earned over 300 Industry based certifications for the 2022-2023 school year
- 100% of the Class of 2022 achieved CCMR
- 86% of the Class of 2021 achieved CCMR
- The percentage of students achieving Meets on the English II & Biology EOCs has increased each year since 2018
- The percentage of students achieving Masters on the Biology & US History EOCs has increased each year since 2018
- Graduation Rate consistently above state average.
- Students earning an Associate Degree consistently at or above the state average.

Student Academic Achievement Needs

- Increase student achievement on all assessments
- Increase student academic growth
- Ensure all students meet College, Career, and Military Readiness upon graduation
- Increase instructional rigor and expectations
- Increase levels of advanced achievement
- Monitor instruction through frequent meetings to analyze data and implement interventions

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; NWEA MAP Growth data, local unit assessment data; attendance data; discipline data; report card grades; observational data; etc.

2023-24 Campus Improvement Team Members

Committee Role	Name	Position	Email Address
Administrator	Suzette Neeley	Principal	sneeley@hitchcockisd.org
Administrator	Glen Newsom	Assistant Principal	gnewsom@hitchcockisd.org
Counselor	Kia'rra Williams	District Social Worker	kwilliams1@hitchcockisd.org
Counselor	Cynthia Coronado	Campus Counselor	ccoronado@hitchcockisd.org
Classroom Teacher	Danielle Morado	Math Department Head	dmorado@hitchcockisd.org
Classroom Teacher	LaQuita Rhone	English 1 Teacher	lrhone@hitchcockisd.org
Classroom Teacher	Lynelle Rutledge	SPED Lead Teacher	lrutledge@hitchcockisd.org
Classroom Teacher	Dylan Graham	World Geography	dgraham@hitchcockisd.org
Librarian	Corrie Jamison	District/Campus Librarian	cjamison@hitchcockisd.org
Parent	Regina Grice	Parent (12 th grade student)	grice_rl@yahoo.com
Community/Business member	Kathy Marullo	Texas First Bank	kathy.marullo@texasfirst.bank

Goals and Performance Objectives

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

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

Performance Objective 2: 65% or more of students will achieve Meets; 40% or more will achieve Mastery on STAAR assessments.

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

Performance Objective 4: Increase High school attendance rate to 97%.

Performance Objective 5: Hitchcock High School will work to fill in the gaps in student learning to give them a sound foundation in reading, math, and writing for all students.

Performance Objective 6: Increase the rigor in the classroom through a strong curriculum, PD centered on strategies to make at-risk students successful, and disaggregate data from multiple sources.

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing collection/evaluation/disaggregation of data (formative, summative, district unit assessments, state assessments, universal screeners, etc.) and utilization of data to drive/differentiate/scaffold instruction and interventions	General Funds	Teachers, Principals				
Thorough pre-planning of lessons for instruction and intervention to include high-level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation		Teachers, Principals				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/walk-throughs), evaluation of student progress monitoring data (administrative data meetings), effective master scheduling, planning for instruction and intervention periods, monitoring of special programs and student support, ongoing targeted and effective professional development, etc.		Principals, District Coordinators ; Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement by having devices available for all students.		Teachers, Principal, District Coordinators				
Promote the importance of academic achievement to students through recognition opportunities such as assemblies and board meetings.		Teachers and principals				

Recognize students with above-state average attendance through incentives, recognition at nine weeks; and activities open to only those who meet attendance expectations.		Attendance Clerk Asst. Principal				
Block English 1 into two periods, including enrichment, remediation, and closing the gaps.		Administrator Counselor				
Individualized tutoring is offered to all students throughout the year after school Monday-Thursday and on Saturdays.		Teachers and principals				
Focus on writing across the curriculum with ELA classes expected to write daily. Increased writing in Math, Science, SS, and electives with interactive notebooks and using the Claim, Evidence, Reason (CER) process.		Teachers and principals				
Provide PSAT testing opportunities for students in grades 9-11 and utilize the PSAT results to identify potential dual credit students.		Dean of Students				
Connect high-impact instructional strategies to AVID (WICOR) strategies to drive the rigor of instruction and student product.		Teachers and principals				
Monitor student achievement on a weekly basis to identify patterns of student's lack of success and identify solutions collaboratively with students, parents, and school resources within the school.		Dean of Students				
For Reviews: <input type="checkbox"/> = Accomplished <input type="checkbox"/> = Continue/Modify + = Considerable Progress / = Some Progress <input type="checkbox"/> = No Progress X = Discontinue						

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

Performance Objective 7: 100% of 12th graders will meet College, Career, and Military Readiness (CCMR) standards

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage students; promote awareness of opportunities and ensure CCMR goal setting at all grade levels – to include CCMR focused electives and ongoing CCMR focused information/activity events for parents and students (field trips, guest speakers, information nights, etc.); one-on-one student conferences; ongoing parent communication/support	General funds	Teachers, Principals				
Monitor student goal setting and progress towards meeting goals; CCMR activity planning/implementation		Principals, Campus Leadership				
Create incentives through early release / dismissal during the spring semester after verification of all Senior student compliance including obtaining the CCMR accreditation.		Dean of Students Senior Sponsor CTE Director				
Generate incentives for students obtaining certification through sponsorship of a completion banquet honoring students who have obtained their certification.		Senior Sponsor Principal CTE Director Dean of Students				
Articulation agreements with COM and McMurray to provide dual credit courses for students.		District Dean of Students				
Focus on Juniors and Seniors for CCMR planning/preparation, and promotion/awareness of athletic/academic scholarships		Principal, Dean of Students, Athletic Director				
Ongoing review of Career and Technical Education (CTE) program to ensure the availability of programs that provide students with licensure/certification in all CTE courses.		Principal CTE Director Dean of Students				

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

Performance Objective 8: Achieve UIL Academic District Champions at each division level (elementary, middle, and high school levels)

Performance Objective 9: All extracurricular organizations, teams, and clubs will achieve Regional and State level

Performance Objective 10: All students participating in organizations, teams, and clubs will acquire 100% passing rate all school year

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage and actively recruit students for participation in UIL, FFA, FCCLA, etc. – to include incentives/rewards for participation; a celebration of successes; and public acknowledgment (newspaper, district site/social media, school board meetings, athletic and academic pep rallies, etc.)	General Funds	Teachers, Principals, Coaches, Athletic Director, and Club/Activity Sponsors				
Build UIL participation by promoting events through core academics and teacher recruitment of students.		Athletic Director, Principals				
Stipends for staff sponsorship of many organizations, clubs, UIL activities, etc.		Principals, Superintendent				
<p>For Reviews: <input type="checkbox"/> = Accomplished <input type="checkbox"/> = Continue/Modify + = Considerable Progress / = Some Progress <input type="checkbox"/> = No Progress X = Discontinue</p>						

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

Performance Objective 11: Decrease the achievement gap between special populations of students (socio-economic status, ethnicity, Special Education, English Language Learners, etc.) to achieve “Met Standard” in “Closing the Gaps” on State Accountability

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing staff training in effective differentiation strategies and best practices for 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 instruction monitoring.		Teachers, Principals				
Double-block English I classes to incorporate acceleration, extension, and remediation.		Principals				
Refer to special programs (Multi-Tiered Systems of Support, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure adequate/proper ongoing support and accommodations for students.		Teachers, Principals, District Coordinators				
Effective and compliant operations to ensure students in special programs (Multi-Tiered Systems of Support, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and 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: The administration will provide support through continuing education opportunities, classroom monitoring, and policy enforcement to increase teacher retention and reduce turnover.

Performance Objective 2: Focus on campus-wide activities that will improve the culture and climate of the campus.

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Continuous support for self-improvement will be provided to all teachers by providing opportunities to go to workshops and to work on self-improvement goals/plans	General Funds; Title I Funds:	School Administration				
Provide monthly professional development formatted as a complete lesson cycle and founded in effective instructional practice.						
Attend local and regional job fairs at college campuses and city centers. Communicate with professional organizations to spread the word of job postings.		Principal				
Ongoing activities and monitoring to improve school culture and climate.		Principals, Campus administrators				
Provide monthly professional development formatted as a complete lesson cycle and founded in effective instructional practice. Professional development opportunities are provided for staff through a staff-led professional development that offers opportunities to grow in specific areas based on the teachers' identified instructional and procedural needs.	General Fund	Instructional Leadership Coalition				
Targeted high-impact instructional strategies not limited to AVID modeled during professional development and monitored during walkthroughs and evaluations.	General Fund	AVID site team, Evaluating Administrators Principal				
High school, will align with the District media specialist to showcase a positive representation of current instructional practices on Twitter, which is aligned to LinkedIn, the district website, Facebook, and Instagram.	General Fund	Social media team, principal, and district media specialist.				
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Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 1: Increase restorative practices aligned to student consequences as an initial behavior correction method.

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

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

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 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 the consistent use of strategies and positive incentives to ensure discipline placements are appropriate and aligned with legal requirements.		Principals				
Create a form for students and adults to request support from the school counselor.	General Funds	Principal Counselor				
Follow the threat assessment protocol consistently as obtained through training assigned by the School Police Department Chief.	General Funds	Principal Counselor				
Campus will utilize social workers to provide emotional and psychological support to students transitioning 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, and find the person that violated the communicated protocol to address.	General Funds	All Staff				
Daily and random interior and exterior door checks by school officers and administrative staff. Recorded by a school officer in an officer documentation file.	General Funds	ISD police officers				
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 and staff how to address unidentified persons.		All Staff				
Monitor safety/security; advertise/inform the 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				

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