

Hitchcock Primary School

2024-2025 Campus Improvement Plan



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Mission Statement

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

Goals

- Goal #1: Make academic achievement and student performance the primary priority of Hitchcock ISD**
- Goal #2: Recruit, reward, and retain highly qualified staff**
- Goal #3: Maintain a safe and disciplined environment conducive to learning**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hitchcock Primary School serves approximately 476 students in grades pre-kindergarten to second grade. The student population is represented by 36% African American, 36% Hispanic, 53% White, 2% American Indian, .5% Asian, and 0% Pacific Islander. The low socio-economic status is 86% and continues to rise each year. The average daily attendance rate for students is 92%.

Hitchcock Primary School serves approximately 36 Limited English Proficient Students, 13 Gifted and Talented students, and 75 Special Education students.

Demographics Strengths

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

Demographic Needs

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

Student Academic Achievement

Last Updated: November 2023

Student Academic Achievement Summary

2023-2024 Campus MAP Percentages

MAP Reading: 2023-2024	Did Not Meet	Approached/Met Grade Level	Mastered	Total Tested
KINDER EOY	37%	42%	21%	131
1 ST EOY	55%	34%	11%	122
2 ND EOY	59%	34%	7%	126

2023-2024 Campus MAP Percentages

MAP Math: 2023-2024	Did Not Meet	Approached/Met Grade Level	Mastered	Total Tested
KINDER EOY	27%	55%	18%	129
1 ST EOY	54%	36%	10%	123
2 ND EOY	49%	36%	15%	126

Student Academic Strengths

- Math MAPS showed high achievement/high growth for campus
- High achievement /growth in Kindergarten maps scores
- More writing happening across grade levels
- Added Eureka for Math to add the rigor
- 60% students meeting grade level on reading fluency for 1st grade
- 75% students on picture vocabulary on reading fluency for 1st grade
- 74% met or exceeded mastery on phonics/word recognition

Student Academic Achievement Needs

- Increase student academic growth in reading levels
- Increase instructional rigor and expectations
- Use of FCRR stations to align with MAPS data at beginning of the school year
- Monitor instruction through frequent meetings to analyze data and implement interventions
- Use data to determine what students specifically need and use it in small group instruction
- Fluency in 1st grade and 2nd grade
- Building a strong number sense
- Increase of math manipulatives

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

Accountability Data

Student Assessment Data

State and federally required assessment information; Texas English Language Proficiency Assessment System (TELPAS) data; Texas Primary Reading Inventory (MAPS), Texas Early Math Inventories (Maps) and other assessments; local unit assessment data; attendance data; discipline data; report card grades; observational data; etc.

2024-25 Campus Leadership Team Members

Committee Role	Name	Position
Administrator	Elena Trevino	Principal
Administrator	Alicia Hogan	Assistant Principal
Counselor	Belinda Chambers	Counselor
Classroom Teacher	TBD	Elementary (1st grade) Teacher
Classroom Teacher	Leigh Lehnert	Elementary (2 nd grade) Teacher
Classroom Teacher	Roshanda Lewis	Elementary (SPED) Teacher
Paraprofessional	Brandi Wev	Elementary Library Aide
Parent	Abigail Garza	Parent
Business Member	TBD	Business Member
Community Member	Daisy Lopez	Community Member

Goals and Performance Objectives

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

Performance Objective 1: Attendance rate will be at least the state average or higher

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
Provide incentives (for example prizes, bicycles, etc.) for students with perfect attendance	General Funds	Teachers, Principals				
CIS – incentives for attendance concerns and good attendance; raffles		CIS Teachers, Principals				
Celebrations for students that have perfect attendance at the end of 9 weeks		Teachers, Principals				
Every 9 weeks awards are given for perfect attendance		Principals				
Teachers will contact parents on the third consecutive absence through phone call, email, or Class Dojo. They will email PEIMS clerk, counselor and assistant principal.		Principals, Campus Leadership Team				
Assistant principal and PEIMS clerk have weekly attendance meetings to discuss students with excessive absences.		Principals, district admin				
At the 3 rd , 6 th and 9 th absence an attendance letter is generated through Skyward and emailed to the parents.		PEIMS, Assistant Principal				
Home visits will be made to students that have reoccurring absences		Principals, Counselor /SLO officer				
Attendance contracts are sent out for excessive absences after 4 th absence		Assistant principal				
Truancy Prevention measures will be followed according to the campus plan which includes collaboration with families to promote positive attendance	Principals Counselor Teachers, SLO officer					

For Reviews: ✓ = Accomplished → = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue

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

Objective 2: 80% of students will achieve at least one-year’s academic progress on year-end assessments (TELPAS,MAPS, etc.)

Performance Objective 3: Students will meet or exceed grade level expectations in academic performance with emphasis on reading for the 2024-2025 school year.

Performance Objective 4: 100% of students will be provided a foundation in reading, math, and writing.

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
Students will be assessed using a universal screener for the 2024-2025 school year in math three times a year. (MAPS, Gold)	General funds	Teachers, Principals				
Students will be assessed using a universal screener for the 2024-2025 school year in reading three times a year (MAPS, Texas KEA, Gold)		Teachers, Principals				
Each grade level will create a data wall for MAPS. Team data meetings will be conducted once a 9weeks to monitor student progress.		Teachers, Principals				
Intervention/Enrichment time will be implemented for 30 minutes per day during the school day.		Teachers, Principal,				
Leveled Literacy Intervention (LLI) systems will be used to provide students with tutoring in reading.		Teachers, Principals				
Response to Intervention (RTI) meetings will be conducted on all students performing below grade level and lacking in academic progress and behavior.		Teachers, Principals				
Study Island will be used as a tool for Response to Intervention (RTI) in reading and math to monitor student progress. Teachers will get trained how to properly use it.		Teachers, Principals				
Provide ongoing, school wide professional development including but not limited to differentiated instruction, discipline, and best practices for core content areas, balanced literacy, guided math instruction, CHAMPS, explicit instruction, and classroom management.		Principals				
Provide opportunities for staff to attend trainings (virtual PD, district PD) gain knowledge to increase student achievement.		Teachers, Principals				
Provide materials for special populations, (such as ESL) including increased use of technology		Principals				

Reimburse teachers for ESL certification and GT certification	ESL Funds	District office				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, Gifted and Talented, etc.) as appropriate to ensure effective/appropriate ongoing support or enrichment for students		Teachers, Principals				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required		Principals				
Implement GT curriculum to be used weekly by identified teachers (TPSP)		GT Teacher, Principals				
Teachers will implement a lesson-planning framework during team meetings to promote fidelity with Tier 1 instruction and utilization of a viable curriculum.		Teachers, Principals				
New Teachers who have not previously participated will complete the HB3 Texas Reading Academies Training		Teachers, Principals, Cohort Leader				
Teachers will implement the use of student interactive notebooks in ELA in Grades K-2		Teachers, Principals				
Continue phonics program called Reading Horizons.		Teachers, Principals				
Continue Implementing Eureka Math		Teachers, Principals				
Partnering with SMART family literacy to have UTMB residents reading to our students and providing each student with a new book.		Teachers, Principals				
Use of word walls to increase academic vocabulary		Teachers, Principals				
Small group instruction focused based on MAPS data		Teachers, Principals				
For Reviews: ✓ = Accomplished ➔ = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #2: Recruit reward and retain highly qualified staff.

Performance Objective 1: Increase retention of highly qualified teachers.

Evaluation Data Sources / Evidence Demonstrating Progress: Teacher retention rate.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Continuous support for teachers with ongoing coaching and feedback provided through weekly classroom walk-throughs, one-on-one meetings, and team meetings.		Teachers, Principals				
Opportunities to explore goal setting through weekly one-on-one meetings and team meetings.		Teachers, Principals				
Ongoing activities to monitor and build school culture and climate through team-building activities.		Teachers, Principals				
Increase communication through the distribution of a weekly newsletter- Sunday night notes, weekly one-on-one meetings, and weekly team meetings		Teachers, Principals				
Have teachers paired up with a new teacher mentor that check on them.		Principals				
RAP session with counselor for new teachers to decompress		Counselor				
Planned out monthly teacher morale boosters		Principals				
District is starting Teacher incentive allotment where teachers are able to earn more money based on TTESS and MAP results.		Teachers, Principals				
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Goal #3 Maintain a safe and disciplined environment conducive to learning

Last Updated: November 2023

Performance Objective 1: Decrease in the number of office discipline referrals

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students, and utilize positive behavioral incentives (individual, classroom, campus-wide)		Teachers, Principals				
Morning Greetings daily happening in classrooms		Teachers				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Teachers, Principals				
Character trait lessons will be taught in the classrooms by the school counselor-monthly		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Implementation of lunch bunch pull-outs during every lunch daily M-TH		School counselor				
The counselor, social worker, and community in schools representative have social groups to proactively work with students on social skills.		School counselor, social worker, CIS teacher				
Buddy system implemented in each grade level to offer support for teachers amongst their grade level.		Teachers,Principals				
Implementation of Every Moment Counts-Comfortable Cafeteria		Principal, lunch monitors, teachers				
Bull dog buck system for students to earn \$ to earn rewards		Teachers, principals				
Check ins with specific students		Principals, counselor				
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