

Hitchcock High School

2020-2021 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 joint partnership between family, school, and community.
- Relationships are the foundation for meaningful teaching and learning.
- Learning can occur any time, any place, and at any 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 community is the success of its children.
- Communication with all stakeholders develops unity.
- Every person is responsible to be a continuous lifelong learner.
- Innovation requires a commitment to bold ideas.

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 (All information pulled from the 2018-2019 School report card and information in TxEis system)

Hitchcock High School is a small 3A school located 15 miles north of Galveston and 40 miles south of downtown Houston. There are currently 380 students enrolled in the high school; however, only 359 are located at the main high school campus. The student population is 39.7% African American, 31.8% Hispanic, 25.5% White, and 2.9% 2 or more races. There is an overall rate of 68.9% for Economically Disadvantage, 7.4% English Learners, 12.4% Special Education, and a mobility rate of 18.6% (based on 2017-18 data). The average class size is 14.1 in English/Language Arts, 15.2 in Foreign Languages, 15.8 in Mathematics, 13.8 in Science, and 15.8 in Social Studies courses. All of these rates are below state average.

In state assessments, the campus is currently scoring at or below state average in all tested subject areas- although there has been improvement every year in the campus scores. For the 2018 school year, the score comparisons were:

	All (App)	Reading (App)	Math (App)	Science (App)	Social Studies (APP)
State	77%	74%	81%	80%	78%
Campus	60%	*	78%	80%	74%
	All (meets)	Reading (Meets)	Math (Meets)	Science (Meets)	Soc. Studies (Meets)
State	48%	46%	50%	51%	53%
Campus	26%	*	34%	30%	28%
	ALL (Masters)	Reading (Master)	Math (Master)	Science (Master)	SS (Masters)
State	22%	19%	24%	23%	31%
Campus	5%	*	9%	9%	9%

Demographics Strengths

Small classes in core classes allow for positive relationship building between student and teacher. Although we are at/close to state averages for approaching level- we are nowhere near where we should be for meets and masters. Smaller community allows us to initiate strong student support standards.

Demographic Needs

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

Student Academic Achievement

Student Academic Achievement Summary

2018 District Performance on State Accountability

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

Campus STAAR Historical Passing Percentages

EOC English I STAAR Summary	Tested Year	2016			2017			2018			2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	53%	N/A	N/A	42%	24%	1%	31%	19%	0%	50%	39%	6%
EOC English II STAAR Summary	Tested Year	2016			2017			2018			2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	50%	N/A	N/A	45%	26%	4%	40%	21%	1%	40%	25%	1%
EOC Algebra I STAAR Summary	Tested Year	2016			2017			2018			2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	58%	N/A	N/A	64%	24%	9%	78%	34%	9%	68%	41%	22%
EOC Biology STAAR Summary	Tested Year	2016			2017			2018			2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	68%	N/A	N/A	77%	31%	7%	80%	30%	9%	81%	50%	14%
EOC US History STAAR Summary	Tested Year	2016			2017			2018			2019		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	Passing Standards	66%	N/A	N/A	61%	22%	4%	74%	28%	9%	75%	43%	13%

Student Academic Achievement Strengths

- All students eligible for Texas Success Initiative advanced/dual credit courses were enrolled
 - Fall 2017-18: 10 students enrolled, 15 courses attempted, 80% completed successfully
 - Spring 2017-18: 11 students enrolled, 13 courses attempted, 83% completed successfully
 - Fall 2018-19: 24 students enrolled, 46 courses attempted, 93% completed successfully
 - Spring 2018-19: 27 students enrolled, 51 courses attempted, 94% completed successfully
 - Fall 2019-2020: 32 students enrolled in 62 courses, 94% completed successfully
 - Fall 2020-2021: 36 students enrolled in 66 courses

2018 District STAAR Progress Measure

No distinction was earned for the 2018 school year.

STAAR Test	Accelerated Progress	Expected Progress	Limited Progress
EOC Algebra I	26%	34%	40%
EOC English II	0%	61%	39%

Student Academic Achievement Needs

- Increase student achievement on all assessments
- Increase student academic growth
- Increase College, Career, and Military Readiness to include all students
- 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; PBMAS data; etc.

Student Assessment Data

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

2020-21 Campus Improvement Team Members

Committee Role	Name	Position
Administrator	Laurie Gilcrease	Principal
Administrator	Morris Tuck	Assistant Principal
Counselor	Vickie Rabino	District Crisis Counselor
Counselor	Christina Cowey	Campus Counselor
Classroom Teacher	Michelle Harris	Math Department Head
Classroom Teacher	LaQuita Rhone	English 1 Teacher
Classroom Teacher	Lynelle Rutledge	SPED Lead Teacher
Librarian	Corrie Brooks	District/Campus Librarian
Paraprofessional (Parent)	Katrina Cruz	Registrar
Classroom Teacher (Parent)	Lily Norris	Life Skills Teacher
Parent	Rebecca Hernandez	Parent (12 th grade student)
Parent	Heather Hunter	Parent (12 th grade students)
Community/Business member	Rachel Ashwood	Texas First Bank
Community/Business member	Marsha Knapp	Business Owner

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: 30% or more of students will achieve Mastery on STAAR assessments (5% in 2018; 12% in 2019)

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 strong curriculum, PD centered on strategies to make at-risk students successful, and disaggregation of 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	Title I: for Coord. of School Improvement (Instructional Coach); 21 st Century Grant; 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 – to increase number of chrome carts available to teachers- with a dedicated cart for every core subject matter.		Teachers, Principal, District Coordinators				

Ongoing encouragement and positive incentives to students – to include student awards ceremonies, promotion of the importance of assessments, and opportunities earned through academic achievement		Teachers, Principals				
Recognize students with above state average attendance through incentives, recognition at 9 weeks; activities open to only those who meet attendance expectation		Attendance Clerk Asst. Principal				
Reduce Core Tested subject class sizes to below 20 students to decrease the student to teacher ratio and increase student to teacher interaction.		Administrator Counselor				
Individualized tutoring offered to all students throughout the year during the school day at PrimeTime and on Saturdays.		Teachers, Principals				
Focus on writing across the curriculum with ELA classes expected to write daily. Increased writing in Math, Science and SS.		Teachers, Principals				
Begin AVID program with 9 th and 10 th graders focusing on WICOR & Cornell Notes in all classes in the 9 th and 10 th grade level.		Teachers, Principals				
For Reviews: ☐ = Accomplished ➔ = Continue/Modify ☐ = Considerable Progress ☐ = Some Progress ○ = No Progress ☐ = 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/or Military Readiness (CCMR) standards

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage students; promote awareness of opportunities and ensure CCMR goal setting at all grade levels – 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 Team				
Articulation agreements with COM and ACC		District				
Focus on Juniors and Seniors for CCMR planning/preparation, and promotion/awareness of athletic/academic scholarships		Principal, HS Counselor, Athletic Director				
Ongoing review of Career and Technical Education (CTE) program to ensure the availability of programs that provide students with licensure/certification		District Coordinators,				

		Principals, Counselor				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						

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

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

Performance Objective 9: All extra-curricular organizations, teams, and clubs will achieve Regional and/or State level

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

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage and actively recruit students for participation – to include incentives/rewards for participation; celebration of successes; and public acknowledgement (newspaper, district site/social media, school board meetings, athletic and academic pep rallies, etc.)	21 st Century Grant; General Funds	Teachers, Principals, Coaches, Athletic Director, Club/Activity Sponsors				
Work throughout the entire school year (as opposed to just before contest) on student engagement/preparation; ensure meeting of all deadlines and knowledge/adherence to rules/regulations		Coaches, Club/Activity Sponsors, Athletic Director				
Teach, mentor, monitor coaches/sponsors; monitor programs/events		Athletic Director, Principals				
Monetary incentives (stipends) for staff sponsorship of many organizations, clubs, UIL activities, etc.		Principals, Superintendent				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						

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 practice related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	ESC 13 BIL/ESL SSA; General Funds	Teachers, Principals, District Coordinators				
Ongoing data disaggregation and monitoring of instruction		Teachers, Principals				
For 2019-20 school year, provide professional development to increase district-wide support for Special Education and English Learners		Principals				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students		Teachers, Principals, District Coordinators				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required		Principals, District Coordinators				
For Reviews: ☐ = Accomplished ➔ = Continue/Modify ◻ = Considerable Progress ◻ = Some Progress ○ = No Progress ◻ = Discontinue						

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

Performance Objective 1: 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				

Attend local and regional job fairs at college campuses and city centers. Communicate with professional organizations to spread word of job postings	Coord. of School Improvement	Principal				
Ongoing activities and monitoring to improve school culture and climate		Principals, Campus administrators				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						

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

Performance Objective 1: 25% decrease in the number of office discipline referrals (in 2018-19, there were 309 total referrals at the high school.)

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

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

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

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students, and utilize positive behavioral incentives (individual, classroom, campus-wide)	General Funds	Teachers, Principals				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Campus will utilize At-Risk counselor to provide emotional and psychological support to students in need.	General Funds	Principal At-Risk Counselor				
Campus will incorporate club activities during school hours every day through the utilization of PrimeTime which allows clubs, tutoring, and study hall during the lunch hour.	General Funds	Asst. Principal, Teachers, Sponsors				
Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking	General Funds	All Staff				
Ensure all visitors enter through main door and sign-in to the school visitor management system (escort any non-registered visitor to office immediately) – teach students not to open doors for strangers/visitors		All Staff				

Monitor safety/security; advertise/inform public/community of the sign-in system; educate staff; convey school policy to parents; stress student safety		Principals, Superintendent				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						