

Hitchcock Primary School

2019-2020 Campus Improvement Plan



Board of Trustees

Chad Allen, President; Ted Robinson, Jr., Vice President; Tom Ivey, Secretary; Michelle Cantrell, Trustee;
Tony Combs, Trustee; Dr. Shirley Price, Trustee;

Superintendent of Schools

Travis Edwards

Principal

Constance White

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: Maintain a safe and disciplined environment conducive to learning

Goal #3: Parent and Community Based Engagement

Table of Contents

Comprehensive Needs Assessment _____	p. 3
Demographics _____	p. 3
Student Academic Achievement _____	p. 4
Comprehensive Needs Assessment Data Documentation _____	p. 5
Campus/District Leadership Team Members _____	p. 6
Goals and Performance Objectives with Strategies _____	p. 7
Goal #1: Make academic achievement and student performance the primary Priority of Hitchcock ISD _____	p. 7
Goal #2: Maintain a safe and disciplined environment conducive to learning _____	p. 10
Goal #3: Parent and Community Based Engagement _____	p. 11

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hitchcock Primary School serves approximately 453 students in grades pre-kindergarten to second grade. The student population is represented by 41% African American, 35% Hispanic, 22% White, 1% American Indian, 1% Asian, and 1% Pacific Islander. The low socio-economic status is 80% and continues to rise each year. The average daily attendance rate for students is 95%.

Hitchcock Primary School serves approximately 33 Limited English Proficient Students, 5 Gifted and Talented students, and 56 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

Student Academic Achievement Summary

2019-2020 Campus Texas Primary Reading Inventory (TPRI) Percentages

TPRI SCREENING 2019-2020	STILL DEVELOPING	DEVELOPED	NUMBER TESTED
KINDER BOY	55%	45%	123
1 ST BOY	55%	45%	127
2 ND BOY	58%	42%	122

2019-2010 Campus Texas Early Mathematics Inventory (TEMI) Percentages

TEMI SCREENING 2019-2020	Less than 25th percentile STILL DEVELOPING	At or above 25 th percentile DEVELOPED	NUMBER TESTED
KINDER BOY	19%	81%	123
1 ST BOY	16%	84%	127
2 ND BOY	20%	80%	122

Student Academic Strengths

- Strong foundational skills in mathematics

Student Academic Achievement Needs

- Increase student academic growth in reading
- Increase instructional rigor and expectations
- 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

Accountability Data

Student Assessment Data

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

2019-20 Campus Leadership Team Members

Committee Role	Name	Position
Administrator	Constance White	Principal
Administrator	Crystal Sweeney	Assistant Principal
Counselor	Rona Smith	Counselor
Classroom Teacher	Belinda Chambers	Elementary (1 st grade) Teacher
Classroom Teacher	Tamatha Perkins	Elementary (2 nd grade) Teacher
Classroom Teacher	Elise Donnow	Elementary (SPED) Teacher
Paraprofessional	Trula Capehart	Elementary Library Aide
Parent	Doris Alvarez	Parent
Business Member	Javier Alatorre	Business Member
Community Member	Pam Haygood	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 (bicycles) for students with perfect attendance	General Funds	Teachers, Principals				
Celebrations for students that have perfect attendance at the end of 9 weeks		Teachers, Principals				
Teachers will contact parents on the third consecutive absence through phone call, email, or Class Dojo.		Principals, Campus Leadership Team				
Home visits will be made to students that have reoccurring absences		Principals, Counselor				
For Reviews: <input type="checkbox"/> = Accomplished <input checked="" type="checkbox"/> = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="checkbox"/> = No Progress <input type="checkbox"/> = Discontinue						

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

Performance Objective 2: 100% of students will achieve at least one year’s academic progress on year-end assessments (TELPAS, TPRI/TEMI, etc.)

Performance Objective 3: Students will meet or exceed grade level expectations in academic performance with emphasis on reading for the 2019-2020 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 2019-2020 school year in math three times a year (for example TEMI)	General funds	Teachers, Principals				
Students will be assessed using a universal screener for the 2019-2020 school year in reading three times a year (for example BAS & TPRI)		Teachers, Principals				
Each grade level will create a data wall for reading. Team data meetings will be conducted once a week to monitor student progress.		Teachers, Principals				
Extended Classroom time will be implemented for one hour a day during the school day.		Teachers, Principal,				
Leveled Literacy Intervention (LLI) kits 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.		Teachers, Principals				
I-station will be used as a tool for Response to Intervention (RtI) in reading and math to monitor student progress.		Teachers, Principals				
Provide ongoing, schoolwide 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, workshops, and/or conferences to 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	ESL Funds	Special Programs Coordinator				
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				
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		GT Teacher, Principals				
For Reviews: <input type="checkbox"/> = Accomplished <input checked="" type="checkbox"/> = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="checkbox"/> = No Progress <input type="checkbox"/> = Discontinue						

Goal #2: Maintain a safe and disciplined environment conducive to learning

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				
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		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		School 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 #3: Parent and Community Based Engagement

Performance Objective 1: Ensure ongoing communication with parents and other community stakeholders

Evaluation Data Sources / Evidence Demonstrating Progress: documentation/copies of parent/community communication, participation logs for events and classes

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Increase communication with all stakeholders to ensure visibility and transparency – to include: newspaper publications, Facebook and website postings, newsletter, etc.		Principals				
All staff will provide weekly parental communication – may include: take-home folders, phone calls, emails, newsletters, School Messenger calls, Class Dojo, district website, Facebook, etc. – ensure communication is positive as well as addressing challenges, build positive and encouraging relationships with parents		All Staff				
Partner with the Houston Food Bank to be a part of the Backpack Buddy Program		Counselor, Principals				
Principal monthly message will be sent home to families and posted on the district webpage		Principal				
Work with homeless liaison to supply student and families with information about resources in the community		Counselor, Principals				
Teachers will use Gradebook to input grades and data weekly so that parents can stay up to date on their student’s academic progress		Teachers, Principals				
HPS will host the KICK club along with a local church in the community		Principals				
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: Parent and Community Based Engagement

Performance Objective 2: Increased family participation in student support events: Open House, Literacy/Math Night; Grandparents Day; etc.

Evaluation Data Sources / Evidence Demonstrating Progress: documentation/copies of parent/community communication, participation logs for events and classes

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Invite parents and community to participate in annual Career Day	General Funds	Counselor, Principals				
Host Meet the Teacher event in August		All Staff				
Host Open House event in the Fall		All Staff				
Recognize Texas Public School Week		Principals				
Students will participate in 2 field trips per year within the community		Teachers, Principals				
Parents and the community will be invited to participate in the PTO, field day, school parties, the talent show, book fair, library help and Kindergarten Graduation		Teachers, Principals				
For Reviews: <input type="checkbox"/> = Accomplished <input checked="" type="checkbox"/> = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="checkbox"/> = No Progress <input type="checkbox"/> = Discontinue						