

Hitchcock Independent School District 2026-2027 District 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

Goal #4: Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance

Goal #5: Parent and community-based engagement

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Comprehensive Needs Assessment

Demographics

Demographic Summary

HISD is a small community located 15 miles north of Galveston and 40 miles south of downtown Houston. The Hitchcock Independent School District is located within Galveston County. It has four campuses in addition to Kids First Head Start. The enrollment is approximately 1,891 students in grades Pre-kindergarten through 12th grade. This student population is 38% African American, 36.3% Hispanic, 21.2% White and 3.7% multiracial. There is an overall rate of 82.8% for Economically Disadvantaged.

Demographic Strengths

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

Demographic Needs

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

Student Academic Achievement

2026 District Performance on State Accountability

- Overall Performance: 67 out of 100 (D)
- Student Achievement: 69 out of 100 (D)
- School Progress: 63 out of 100 (D)
- Closing the Gaps: 62 out of 100 (D)
- Distinctions Earned: Not Earned

2025 District Performance on State Accountability

- Overall Performance: 74 out of 100 (C)
- Student Achievement: 71 out of 100 (C)
- School Progress: 72 out of 100 (C)
- Closing the Gaps: 79 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2024 District Performance on State Accountability

- Overall Performance: 69 out of 100 (D)
- Student Achievement: 69 out of 100 (D)
- School Progress: 69 out of 100 (D)
- Closing the Gaps: 71 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2023 District Performance on State Accountability

- Overall Performance: 73 out of 100 (C)
- Student Achievement: 69 out of 100 (D)
- School Progress: 73 out of 100 (C)
- Closing the Gaps: 72 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

2022 District Performance on State Accountability

- Overall Performance: 88 out of 100 (B)

- Student Achievement: 83 out of 100 (B)
- School Progress: 92 out of 100 (A)
- Closing the Gaps: 77 out of 100 (C)
- Distinctions Earned: Postsecondary Readiness

District STAAR Historical Passing Percentages

3rd Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		66%	34%	21%	64%	31%	5%	46%	24%	8%	66%	35%	15%	61%	32%	15%
3rd Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		47%	23%	15%	53%	23%	10%	33%	14%	6%	46%	28%	14%	43%	15%	9%
4th Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		42%	18%	3%	63%	23%	13%	60%	28%	9%	56%	24%	2%	53%	31%	10%
4th Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		41%	21%	8%	43%	29%	16%	33%	16%	8%	32%	11%	3%	43%	22%	11%

5th Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		69%	44%	19%	66%	37%	18%	76%	40%	19%	67%	42%	14%	56%	28%	10%
5th Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		68%	28%	11%	62%	37%	18%	68%	28%	11%	62%	42%	14%	50%	20%	3%
5th Grade Science STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		54%	25%	10%	41%	37%	18%	54%	25%	10%	41%	42%	14%			

6th Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		64%	28%	10%	63%	32%	7%	62%	35%	9%	71%	36%	16%	56%	30%	9%

6th Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		57%	23 %	5%	60%	20 %	6%	46%	18 %	6%	67%	25%	6%	52%	21%	7%
7th Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		76%	51 %	32%	71%	40 %	16%	65%	34 %	17%	62%	37%	12%	62%	34%	16%
7th Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		49%	26 %	7%	48%	20 %	8%	43%	21 %	9%	24%	8%	0%	28%	11%	1%
8th Grade Reading STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	46 %	26%	76%	48 %	16%	79%	50 %	18%	80%	53%	24%	70%	37%	13%

8th Grade Math STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		68%	31 %	14%	63%	26 %	6%	46%	15 %	7%	58%	25%	4%	40%	17%	2%
8th Grade Science STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		59%	31 %	18%	59%	28 %	6%	52%	21 %	7%	55%	32%	10%			
8th Grade Social Studies	Tested Year	2022			2023			2024			2025			2026		
	Passing Standard s	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		39%	12 %	7%	35%	12 %	6%	34%	11 %	4%	38%	14%	5%	27%	11%	3%

EOC English I STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		61%	35%	3%	67%	42%	6%	68%	49%	8%	76%	49%	10%	64%	44%	5%

EOC English II STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		64%	47%	7%	73%	47%	3%	65%	44%	2%	79%	55%	1%	71%	50%	4%
EOC Algebra I STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	35%	20%	69%	31%	13%	66%	17%	5%	74%	16%	7%	70%	22%	7%
EOC Biology STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		79%	56%	23%	79%	32%	5%	88%	42%	6%	95%	57%	5%	91%	58%	17%
EOC U.S. History STAAR	Tested Year	2022			2023			2024			2025			2026		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		77%	48%	30%	89%	59%	19%	92%	60%	20%	91%	48%	14%	86%	45%	8%

Student Academic Achievement Strengths

All students eligible for Texas Success Initiative advanced/dual credit courses were enrolled

- Spring 2025-2026: 68Students enrolled in 81 courses, 79% completed successfully.
- Fall 2024-2025: 64 Students enrolled in 64 courses, 80% completed successfully.
- Spring 2023-2024: 72 Students enrolled in 198 courses, 84% completed successfully.
- Fall 2023-2024: 57 Students enrolled in 80 courses, 90% completed successfully
- Spring 2022-2023: 48 Students enrolled in 85 courses, 100% completed successfully
- Fall 2022-2023: 48 Students enrolled in 124 courses, 98% completed successfully
- Spring 2021-2022: 50 Students enrolled in 116 courses, 100% completed successfully
- Fall 2021-2022: 50 Students enrolled in 112 courses, 95% completed successfully
- Spring 2020-2021: 40 students enrolled in 103 courses, 100% completed successfully
- Fall 2020-2021: 45 students enrolled in 103 courses, 93% completed successfully

The graduation rate the last four years has exceeded the state average.

The district has met state CCMR requirements the last three years.

Student Academic Achievement Needs

- Increase student achievement on all assessments
- Increase student academic growth

- Increase instructional rigor and expectations
- Increase levels of advanced achievement
- Increase student achievement of special education students
- Monitor instruction through frequent meetings to analyze data and implement interventions

Comprehensive Needs Assessment Data Documentation

The following data was 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; data meetings, 1:1 meetings with administrators, 9-week data meetings with teachers, etc.

Accountability Data

Texas Academic Performance Report (TAPR) data; A-F Accountability Ratings, 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 from 2022, 2023, 2024, 2025, 2026; Texas English Language Proficiency Assessment System (TELPAS) data from 2025; NWEA MAP Growth data, NWEA MAP Reading Fluency data, TX-KEA data, PreK GOLD assessment, iReady BOY, and other assessments; local unit assessment data; attendance data; discipline data; report card grades; cumulative data charts, observational data; etc.

2026-2027 District Education Committee (DEC) Team Members

Committee Role	Name	Position
District Level Administrator	Dr. Darryl J. Henson	Superintendent
District Level Administrator	Robin Hataway	Chief Financial Officer
District Level Administrator	Chris Armacost	Assistant Superintendent Technology, Facilities & Operations
District Level Administrator	Patrick Faour	Director of Human Resources
District Level Administrator	Keri Launius	Executive Director of Student Services
District Level Administrator	Andrea Vara	Executive Director of Special Education
Administrator	Ethel Gaines	Director Kids First Head Start
Teacher	Denitra Richardson	Primary
Teacher	Alicia Jackson	Elementary

Teacher	Glenda Sears	Middle School
Counselor	Kelly Agruso	Primary
Teacher	John Carter	High School
Teacher	Payton Lemons	Teacher, Middle School
Paraprofessional	Rachel Morales	Secretary, Administration Building
Community Member	Krista Kilsby	Parent

Goals and Performance Objectives

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD. (C&I Team)

Performance Objective 1: 90% of students will achieve at least one-year's academic progress on year-end assessments (STAAR, TELPAS, MAP, iReady, GOLD, TX-KEA etc.)

Performance Objective 2: 25% or more of students will achieve Masters on STAAR assessments (20% in 2027, 22% in 2028, 25% in 2029)

Performance Objective 3: 75% of students will meet or exceed the level of Approaches for the STAAR (in each subject area)

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 instruction and interventions.	Title I General Funds	Principals Teachers				
Thorough pre-planning/internalizing/rehearsals of lessons for instruction and intervention to include high level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation.		Principals Teachers				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/ TTR walk-throughs), evaluation of student 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 around TTR, etc.		Principals Coordinators Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement – to include chrome carts in grades Kinder-12 th , utilization of computer labs Pre K-12 th , use of software (such as: MAP, iReady, Imagine Facts/Math, Curipod)		Principals Coordinators Teachers				
Promote the importance of academic achievement to students through recognition opportunities at assemblies and board meetings.		Principals Teachers				

Provide staff high quality materials(HQIM) that are aligned to the TEKs and research based instructional strategies for all core courses, and provide training for effective use.	Title I General Funds	Admin Team				
Implementation of HB3 Reading Academies in HISD for grades K-3.		Teachers				
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 4: 95% 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 –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	Principals CTE Admin				
Monitor student goal setting and progress towards meeting goals; CCMR activity planning/implementation.		Principals Campus Leadership Team				
CCMR focused college-readiness activities will occur during intervention/enrichment time as needed.		Coordinators				

Focus on Juniors and Seniors for CCMR planning/preparation, and promotion/awareness of athletic/academic scholarships.		Principals Counselor Athletic Director				
Ongoing review of Career and Technical Education (CTE) program to ensure the availability of programs that provide students with licensure/certification.		Principals Coordinators Campus Leadership Team				
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 5: Achieve UIL Academic District Champion at each division level (middle, and high school levels)

Performance Objective 6: 80% of extracurricular organizations, teams, and clubs will achieve Regional and/or State level

Performance Objective 7: Students participating in organizations, teams, and clubs will achieve a 85% passing rate for all grading periods

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 –including celebration of successes; and public acknowledgement (newspaper, district site/social media, school board meetings, athletic and academic pep rallies, etc.)	General Fund	Principals Athletic Director Teachers Coaches Club/Activity Sponsors				
Work throughout the entire school year on student engagement/preparation; ensure meeting of all deadlines and knowledge/adherence to rules/regulations		Athletic Director Coaches Club/Activity Sponsors				
Teach, mentor and monitor coaches/sponsors; monitor programs/events		Athletic Director Principals				
Monetary incentives (stipends) for staff sponsorship of many organizations, clubs, UIL activities, etc.		Superintendent Human Resources Principals				
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 8: Decrease the achievement gap among special populations of students (socio-economic status, ethnicity, Special Education, English 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, data meetings, teacher 1:1 with administrators, 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 related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	Title III, General Funds	Principals Coordinators Teachers				
Ongoing data disaggregation and monitoring of effective instruction.		Principals Teachers				
Provide professional development to increase district-wide support for Special Education and English Learners.		Principals Special Ed ED				
Referral to special programs (Multi-Tiered Systems of Support (MTSS), Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students.		Principals Special Ed ED Coordinators Teachers				
Effective and compliant operations to ensure students in special programs (Multi-Tiered Systems of Support (MTSS), Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required.		Principals Special Ed ED Coordinators				
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 9: HISD will increase average daily student attendance to 94%

Evaluation Data Sources/Evidence Demonstrating Progress: attendance data, student participation in incentives, attendance letters and documentation of communication and follow-up

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Accurately record/monitor daily attendance; plan for making up work, lost instruction, and seat time.	General Funds	Principals Teachers Attendance Clerks				
Individual and campus attendance incentives –include recognition at awards assemblies, high school exam exemptions, perfect attendance celebration events etc.		Principals Teachers				
Ongoing parent notification/communication, documentation letters and follow-up.		Principals HISD Police Teachers				
Provide resources and support using counselors, social workers and Communities in Schools representatives.		Counselors Social worker Communities in School				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

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

Performance Objective 1: Increase staff retention rate by 5%

Performance Objective 2: District-wide ongoing focus on improving culture and climate

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
Evaluate the current application system, and update to provide greater efficiency in the onboarding process, and provide training to all hiring administrators in the district.	General Funds	Human Resources Principals				
Expand job postings to include: TASANET, Region 4, TASP, TSPRA, Indeed, etc.		Human Resources				
Salary ranges will be reviewed annually to ensure HISD is commensurate with local districts	General Funds Title I Funds	Human Resources				

Administrators will participate in ongoing recruitment activities by attending a Fall and Spring job Fair which will include a bold visual presence (publish open positions, attend job fairs, utilize banners, flash drives etc.)	General Funds Title I Funds	Human Resources Principals				
Expand HISD Substitute Pool with Fall/Spring graduates and offer jobs to candidates for upcoming school year	General Funds Title I Funds	Human Resources				
Ensure Sub pay for upcoming school is commensurate with local districts	General Funds	Human Resources				
Showcase campuses to potential candidates by offering site visits to potential candidates to experience the culture/climate and participate in a brief meet & greet by either Principal or AP. Follow up with each potential candidate via email or personal phone call following meeting/interview	General Funds Title I Funds	Human Resources Principals				
New Employee professional development will be provided at the beginning of the school year.	General Funds	Superintendent Executive Directors Coordinators Human Resources				

Collaborate with local community facilities and businesses to provide educator discounts/rates for HISD employees.		Human Resources				
Ensure ongoing communication with staff and increase transparency through callouts, emails etc.		Superintendent				

Promote staff relations by ensuring ongoing growth and increased effectiveness of district leadership through ongoing professional development provided and exit interview feedback	General Funds	Superintendent Executive Directors Coordinators Principals				
Offer employees free general admission to home sporting events with the presentation of an HISD badge		Human Resources				
Promote staff relations by having Central Office administrators conduct walk-throughs on campuses looking for positive instructional strategies, TTR, and promotion of the district brand and vision.		Executive Directors Coordinators				
Develop and maintain a mentorship program that provides new staff with the resources and support needed.		Human Resources				
Build relationships/partnerships with area community college and university education programs to promote student internships, and observations.		Human Resources				
For Reviews: = Accomplished ? = Continue/Modify + = Considerable Progress / = Some Progress ? = No Progress X = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning (Student Services)

Performance Objective 1: By the end of the 2026–2027 school year, total office discipline referrals (ODRs) across the district will decrease by at least 10–15% compared to the prior school year, maximizing instructional seat time and supporting positive campus learning environments.

Performance Objective 2: When surveyed, students, staff, and parents will report feeling the campus is a safe and secure learning environment

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)	General Funds	Principals Teachers				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Principals Teachers				
Creation/implementation of campus discipline committee to establish behavior expectations, Discipline Matrix, and monitor/address behavioral needs		Exec. Dir of S.S. Principals Teachers				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Maintain and monitor P3, an online reporting system for staff, students and parents to report incidents such as bullying and cyber abuse securely, and anonymously.		Principals				

Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking		HISD Police All Staff				
Establish consistent districtwide guidelines defining classroom-managed versus office-managed behaviors, paired with instructional coaching and regular referral data tracking to prevent repeat disciplinary incidents.		Principals Assistant Principals				
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		Superintendent Principals HISD Police				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #4: Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance

Performance Objective 1: Effectively manage departmental budgets by monitoring expenditures, identifying cost-saving opportunities, and ensuring spending remains within approved allocations.

Performance Objective 2: Prioritize staffing, materials, equipment, and financial resources based on operational needs, risk, and organizational priorities.

Evaluation Data Sources / Evidence Demonstrating Progress: School Board financial reports, awarded grants, procurement records, utility bills and work-order/maintenance documentation.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Make school district financial information available.	General Funds Federal Funds	Superintendent CFO Director of Communications				
Ensure all programs are effectively implemented, documented and evaluated in accordance with state and federal guidelines by providing technical support, training, and appropriate resources.		Superintendent CFO Exec. Directors Directors Coordinators				
Pursue grant opportunities in order to enhance the educational and social/emotional learning opportunities for students.		Superintendent Directors Coordinators				
Evaluate contracts, purchasing practices, and vendor agreements for cost-effectiveness and opportunities for consolidation or competitive procurement.		CFO Director of Finance				

Align budget allocations with district improvement priorities and student outcomes.		Financial Oversight Committee				
Maintain transparent budget monitoring and reporting processes so administrators, governing bodies, and stakeholders can evaluate progress and fiscal stewardship.		CFO Director of Finance				
Establish regular reviews of expenditures to identify efficiencies, eliminate unnecessary costs, and redirect savings toward high-priority needs.		CFO Director of Finance				
Strengthen long-term financial planning, including multi-year forecasting, capital planning, and proactive facility maintenance.		Superintendent Assis. Sup. of Facilities & Maintenance				
Implement preventive maintenance schedules to reduce costly emergency repairs and extend the useful life of district facilities, equipment, and infrastructure.		Superintendent Assis. Sup. of Facilities & Maintenance				
Use enrollment, facility utilization, staffing, and operational data to guide resource allocation and identify areas for greater efficiency.		Financial Oversight Committee				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

Goal #5: Parent and Community Based Engagement

Performance Objective 1: Maintain consistent, timely, and transparent communication with parents, families, staff, and community stakeholders through district-approved communication channels.

Performance Objective 2: Increase family and community participation in campus and district events that support student success, academic achievement, college and career readiness, and school engagement.

Performance Objective 3: Provide meaningful opportunities for parents and families to receive information, resources, and support related to student academics, attendance, behavior, programs, services, and overall student success.

Evaluation Data Sources / Evidence Demonstrating Progress: Copies or records of parent and community communications; website, social media, app, email, and Apptegy documentation; event calendars and promotional materials; participation or attendance records for district and campus events; meeting agendas or sign-in sheets; and documentation of community partnerships and outreach efforts.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Increase consistent communication with all stakeholders to support district visibility, transparency, and community engagement. Communication will be shared through district and campus websites, social media platforms, the Hitchcock ISD app, newsletters, press releases, local media outlets, email, and other district-approved communication channels. The district will provide timely and accurate information regarding district initiatives, student and staff achievements, academic progress, events, programs, Board actions, important updates, and opportunities for community involvement.	General Funds	Superintendent ; Director of Communication s; Principals				

All staff will provide consistent, weekly communication with parents and guardians using district-approved communication platforms. Communication may include the Hitchcock ISD app and Rooms, email, phone calls, newsletters, take-home folders, Skyward, campus and district websites, social media, and other approved methods. Staff communication will include timely information regarding student progress, classroom and campus updates, upcoming events, celebrations, attendance, academic or behavioral concerns, and available resources. Communication should include positive student feedback in addition to addressing areas of concern. Staff will work to establish positive, respectful, two-way relationships with families that encourage parent participation and strengthen the partnership between home and school.		Principals; Assistant Principals; Instructional Leadership Staff				
Gather feedback from students, parents, staff, and community members through district and campus communication channels, meetings, events, direct communication, and other engagement opportunities. Feedback will be reviewed and used to identify needs, address concerns, and guide improvements in district and campus programs, services, and communication.		Superintendent ; Principals; District Leadership Team				
Plan and coordinate district and campus events while maintaining regular communication with stakeholders before each event. Event information will be shared in advance through district-approved communication channels, with reminders and updates provided as needed to support awareness and participation.		Director of Communications; Principals; Event/Program Sponsors				
Strengthen community outreach and partnerships with local civic organizations, the City of Hitchcock, the Chamber of Commerce, businesses, faith-based organizations, and other community leaders. Increase intentional outreach to local churches and faith-based organizations to expand participation, share district information, support students and families, and build stronger connections between the district and community.		Superintendent ; Director of Communication s; District Leadership Team; Principals				
For Reviews: = Accomplished ☐ = Continue/Modify + = Considerable Progress / = Some Progress ☐ = No Progress X = Discontinue						

