

Hitchcock Primary School

2026-2027 Campus Improvement Plan



Board of Trustees

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

Superintendent of Schools

Dr. Darryl Henson

Principal

Rodolfo Martinez

Assistant Principal

Holly Chester

TABLE OF CONTENTS

1. Mission, District Goals & Campus Direction	3
2. Comprehensive Needs Assessment Summary	4
3. i-Ready Academic Baseline	5
4. Campus Leadership Team & Stakeholders	6
5. Goal 1 – Academic Achievement & Student Performance	7
6. Goal 2 – Recruit, Reward & Retain Highly Qualified Staff	9
7. Goal 3 – Safe & Disciplined Learning Environment	11
8. Goal 4 – Fiscal Responsibility & Operational Effectiveness 12	
9. Goal 5 – Parent & Community-Based Engagement 13	
10. Quarterly CIP Monitoring Dashboard 14	

Mission, District Goals & Campus Direction

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.

District 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.

2026–2027 Campus Instructional Focus

Hitchcock Primary School will use current i-Ready data and the Comprehensive Needs Assessment to strengthen Tier 1 instruction, accelerate student growth, and provide targeted support. Campus implementation will center on Teach • Track • Respond, with grade-level PLCs held twice each week to plan instruction, analyze evidence, monitor student response, and adjust instruction.

Comprehensive Needs Assessment Summary

The CNA states that the assessment serves as the foundation for the Campus Improvement Plan and examines student performance and campus needs relative to performance objectives.

Campus Demographics

Category	Enrollment / Count	Percentage
Total Enrollment	377	100%
Economically Disadvantaged	307	95%
Emergent Bilinguals (EB/EL)	20	5%
Special Education (SPED)	68	18%
Section 504	13	3%
At-Risk	38	10%
Gifted & Talented (GT)	11	3%

The CNA identifies a need to consistently disaggregate assessment data by SPED, EB/EL, economically disadvantaged, 504, and At-Risk status so achievement gaps can be identified and interventions targeted.

Data Sources

The CNA identifies BOY/MOY/EOY i-Ready data, mini assessments, unit assessments, attendance and discipline/PEIMS data, staff data, climate/culture information, PLCs, Tier 1 instructional observations, and RTI/MTSS progress monitoring as data sources.

i-Ready Academic Baseline

The following baseline is used to establish the 2026–2027 academic improvement priorities. Percentages are presented as the campus/grade-level baseline previously identified for this CIP.

i-Ready Measure	Below Grade Level	On / Above Grade Level
Campus Reading	80%	20%
Campus Math	93%	7%
2nd Grade Reading	85%	15%

Additional i-Ready Math Indicator

Measure	Baseline
2nd Grade Math – Two Grade Levels Below	31%

The 2025–2026 CIP previously emphasized academic growth, instructional rigor, early intervention, small-group instruction, frequent data meetings, and using assessment data to determine specific student needs.

Campus Leadership Team & Stakeholders

Role	Name	Position
Administrator	Rodolfo Martinez	Principal
Administrator	Holly Chester	Assistant Principal
Counselor	Kelly Parker	Counselor
Classroom Teacher	Diana Duhon	1st Grade Teacher
Classroom Teacher	Leigh Lehnert	2nd Grade Teacher
Classroom Teacher	Roshanda Lewis	SPED Teacher
Paraprofessional	Marla Painter	Library Aide
Parent	Rebecca Wainwright	Parent
Business Member	Sierra Morales	Business Member
Community Member	Meredith Jones	Community Member

The existing CIP identifies these 2026–2027 campus leadership team members.

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

Performance Objectives

- Increase the percentage of students performing at or above grade level on i-Ready reading and mathematics measures from the BOY baseline.
- Increase student growth through targeted Tier 1 instruction, intervention, and enrichment.
- Use assessment evidence to identify student needs and adjust instruction in real time.

Strategies & Quarterly Monitoring

Strategy / Action	Monitor	Q1	Q2	Q3	Q4	Evidence / Notes
Implement Teach • Track • Respond as the campus instructional framework in all classrooms.	Principal/AP	☐	☐	☐	☐	
Use i-Ready BOY/MOY/EOY data and classroom assessments to identify students needing intervention, enrichment, or acceleration.	Teachers/PLCs	☐	☐	☐	☐	
Provide targeted small-group instruction based on current student data and documented skill needs.	Teachers	☐	☐	☐	☐	
Conduct PLCs twice each week: one meeting focused on planning/Teach and one focused on evidence/Track/Respond.	Grade-level teams	☐	☐	☐	☐	
Use checks for understanding and student work evidence to determine whether students learned the intended objective.	Teachers	☐	☐	☐	☐	
Disaggregate data for SPED, EB/EL, 504, At-Risk, and economically disadvantaged	PLCs/Campus	☐	☐	☐	☐	

students and adjust supports as needed.

Maintain intervention/RTI/MTSS progress monitoring and document response to intervention.

Teachers/MTSS

☐☐☐☐

Continue strong foundational reading and mathematics practices, including decodable text, structured literacy resources, manipulatives, vocabulary, and small-group instruction as appropriate.

Teachers/AP

☐☐☐☐

Quarterly review key: Check the box when the strategy has been reviewed for that quarter; use Evidence / Notes to document data, implementation evidence, adjustments, or next steps.

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

Performance Objectives

- Strengthen teacher capacity through coaching, feedback, collaboration, and job-embedded professional learning.
- Increase consistency of Tier 1 instructional practices across classrooms.

Strategies & Quarterly Monitoring

Strategy / Action	Monitor	Q1	Q2	Q3	Q4	Evidence / Notes
Provide ongoing coaching and feedback through walkthroughs, one-on-one meetings, and team meetings.	Principal/AP	☐	☐	☐	☐	
Use Teach • Track • Respond as a common language for planning, observation, feedback, and reflection.	Campus Admin	☐	☐	☐	☐	
Provide professional development based on i-Ready data, walkthrough trends, student work, and identified campus needs.	Campus Admin	☐	☐	☐	☐	
Use twice-weekly PLCs for collaborative planning, student evidence review, instructional response, and shared problem solving.	Grade-level teams	☐	☐	☐	☐	
Provide support for new teachers and staff through mentoring, coaching, and regular check-ins.	Principal/AP	☐	☐	☐	☐	

Celebrate staff accomplishments and recognize progress toward campus academic and culture goals.

Campus Admin

☐☐☐☐

Quarterly review key: Check the box when the strategy has been reviewed for that quarter; use Evidence / Notes to document data, implementation evidence, adjustments, or next steps.

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

Performance Objectives

- Maintain a positive, predictable, and supportive learning environment.
- Monitor discipline and climate data and respond to student needs proactively.

Strategies & Quarterly Monitoring

Strategy / Action	Monitor	Q1	Q2	Q3	Q4	Evidence / Notes
Build positive relationships with students and use consistent positive behavior supports.	Teachers/Admin	☐	☐	☐	☐	
Maintain consistent classroom routines, expectations, and visual support.	Teachers	☐	☐	☐	☐	
Use counselor and support staff resources for students needing social-emotional or behavioral support.	Counselor/Support	☐	☐	☐	☐	
Review discipline and climate data regularly and identify patterns requiring campus response.	Admin/PLCs	☐	☐	☐	☐	
Provide proactive check-ins and targeted supports for identified students.	Admin/Counselor	☐	☐	☐	☐	
Ensure discipline responses are consistent, documented, and aligned with campus and district expectations.	Admin	☐	☐	☐	☐	

Quarterly review key: Check the box when the strategy has been reviewed for that quarter; use Evidence / Notes to document data, implementation evidence, adjustments, or next steps.

Goal #4: Maximize fiscal responsibility to provide for operational effectiveness.

Performance Objectives

- Align campus expenditures with identified academic, instructional, safety, and operational priorities.
- Monitor staffing, materials, and resources for efficient use.

Strategies & Quarterly Monitoring

Strategy / Action	Monitor	Q1	Q2	Q3	Q4	Evidence / Notes
Review expenditures to ensure purchases directly support CIP priorities and student needs.	Principal/Secretary	☐	☐	☐	☐	
Prioritize instructional resources connected to identified i-Ready and CNA needs.	Principal/AP	☐	☐	☐	☐	
Monitor staff-to-student ratios and use staffing resources efficiently.	Principal	☐	☐	☐	☐	
Monitor utilities and campus operational practices to reduce unnecessary costs.	Campus Admin	☐	☐	☐	☐	
Review resource effectiveness through student data, implementation evidence, and staff feedback.	Campus Admin	☐	☐	☐	☐	

Quarterly review key: Check the box when the strategy has been reviewed for that quarter; use Evidence / Notes to document data, implementation evidence, adjustments, or next steps.

Goal #5: Increase parent and community-based engagement.

Performance Objectives

- Increase consistent, two-way communication with families.
- Increase opportunities for families and community partners to participate in student learning and campus activities.

Strategies & Quarterly Monitoring

Strategy / Action	Monitor	Q1	Q2	Q3	Q4	Evidence / Notes
Provide consistent family communication through approved campus communication platforms, email, phone, newsletters, and school events.	Teachers/Admin	☐	☐	☐	☐	
Share i-Ready student reports and explain student learning needs and growth opportunities to families.	Teachers	☐	☐	☐	☐	
Host family learning opportunities focused on literacy, mathematics, and supporting learning at home.	Campus	☐	☐	☐	☐	
Monitor parent participation and communication evidence each quarter.	Campus Admin	☐	☐	☐	☐	
Use family feedback to inform campus planning and improvement efforts.	Campus Leadership	☐	☐	☐	☐	

Quarterly review key: Check the box when the strategy has been reviewed for that quarter; use Evidence / Notes to document data, implementation evidence, adjustments, or next steps.

Quarterly CIP Monitoring Dashboard

Goal	Q1	Q2	Q3	Q4	Evidence / Adjustment
Goal 1	☐	☐	☐	☐	
Goal 2	☐	☐	☐	☐	
Goal 3	☐	☐	☐	☐	
Goal 4	☐	☐	☐	☐	
Goal 5	☐	☐	☐	☐	

Annual Review Notes

Evidence of progress:

Areas requiring continued focus:

Instructional adjustments for next cycle:

Campus leadership notes:
