

# **Goose Creek Consolidated Independent School District**

## **Peter E. Hyland Center**

### **2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

# Mission Statement

Provide students who have been unsuccessful in a traditional school setting the opportunity to learn and achieve in a positive environment where they are empowered to take ownership in attaining their educational and personal goals by focusing on academic achievement, personal growth, and civic responsibility.

## Vision

“Success for All”

Where students experience a Life-Changing Education

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Peter E. Hyland is one of 26 campuses in Goose Creek Independent School District. Peter. E. Hyland opened its doors in 1980 and serves predominantly at risk students. Peter E. Hyland serves 136 students in grades 9 to 12. Peter E. Hyland is a departmentalized self-paced alternative school of choice for at risk high school students.

The student population is 15.4% African-American, 16.2% Anglo, 0% Asian, 66.2% Hispanic, 35% male and 65% female with a low socioeconomic status of 71.3%. The staff population is 16% African-American, 62.6% Anglo, 0% Asian, 10.7% Hispanic, 32.% male and 68% female with an average of 10.6 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 86%, with a drop-out rate of 2.3%. The average daily attendance rate for students is 82%. The average daily attendance rate for staff is 90%. There is a total of 97 discipline referrals this year, which is an increase of 26% from last year.

Peter E. Hyland serves 5 English Language Learner students, 0 students in the Gifted and Talented program (0% males, 0% females, and 0% LEP), 19 students identified for 504 services, 9 students served through special education services and 0 students tested, but not qualified for special education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, TAKS results, Attendance, STARR EOC Reports, CBA's and Discipline Reports.

Committees were formed to look for areas of weaknesses and strengths.

# Demographics

## Demographics Summary

The enrollment numbers for Peter E. Hyland Center mirror other alternative schools. The data indicates that 89.6% of Peter Hyland students are at risk. Peter Hyland has a higher number of students identified as either Economically Disadvantaged or At-Risk than the state.

## Demographics Strengths

- Smaller class sizes
- Childcare Center
- Family atmosphere
- Flexibility
- Supportive of each students individual needs
- Student support team
- A team that knows one another well and works well together
- A campus that facilitates high success rates

## Demographics Needs

- More parental support
- Attendance issues
- Mental health issues
- Attendance officer
- We must take further action to address absences of all kinds
- Full-time liaison for students and personnel
- More social services to be available to our students (Depelchin)

## **Student Achievement**

### **Student Achievement Summary**

Based on student data, it is evident that student achievement has improved over the last three years. EOC scores continue to increase every year.

### **Student Achievement Strengths**

- High rate of graduation
- More students taking the SAT
- EOC STARR scores - improvement
- Night School option
- Smaller class sizes for individualized instruction
- Writing initiative

### **Student Achievement Needs**

- Improve student attendance
- Staff development (on campus) for a specific demographic (Ruby Payne for example) more English I and English II EOC interventions
- System for teachers to keep parents informed of student academics

## **School Culture and Climate**

### **School Culture and Climate Summary**

Disciplinary incidents continue to decrease. the data reveals that most disciplinary incidents occur in the classroom. Behavior expectations in the classroom are different between grade levels.

### **School Culture and Climate Strengths**

- Diverse ethnic environment on campus
- Every student was involved in extra-curricular activities
- All students fell welcome to join groups on campus
- Students feel safe and involved here

### **School Culture and Climate Needs**

- Intramurals (in sports)/activities/exercise
- Attendance officer
- More real-world preparation
- Improve communication with students and parents regarding graduation requirements and college and career readiness

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Based on student performance, it is evident that teacher quality continues to improve. Professional developments, such as Kagan, and CRISS, have contributed to students' and teachers' success.

### **Staff Quality, Recruitment, and Retention Strengths**

- Strong relationships among staff
- Several activities for team building throughout the year
- Salaries and Benefits
- Student/teacher ratio
- Science, Math, and Social Studies teachers are composite in subject area

### **Staff Quality, Recruitment, and Retention Needs**

- Increase ESL certification
- More positive publicity for PHC
- More guest speakers to encourage students to further education.
- More practical training for teen parents



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Professional Learning Communities and the development of Formative Assessments contribute to the alignment of curriculum, instruction and assessments. In addition, grade level representatives from each grade level attend meetings to review Curriculum Based Assessments.

### **Curriculum, Instruction, and Assessment Strengths**

- PLCs
- Teachers who are highly qualified in their content areas
- Tutorials in Edgenuity
- Instructional packets
- Credit recovery
- Various methods to earn credit
- CBA's
- ABYDOS training and campus-wide writing initiative
- Technology in the classroom
- Mentor program
- Additional counselor to concentrate on PRS
- Contracted counselor

### **Curriculum, Instruction, and Assessment Needs**

- Individual math tutors during math time, due to multiple subjects of math taught during one class period
- More training for teachers in ESL
- Curriculum plan specifically for ESL students/ ESL specialist on campus. One-on-one English Language Arts tutorials
- Incorporate Rosetta Stone into more classes
- Upgrade of student computers
- Additional training in Edgenuity

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Peter E. Hyland Center offers many different school-family engagement events per year. In addition, different types of services, such as Backpack Buddy from the Houston Food Bank, PRS services, Communities in School workers are available to support Peter Hyland families and students.

### **Family and Community Involvement Strengths**

- Parent-student orientation
- Reach out to dropouts
- Education Foundation
- PIE
- Student Childcare services
- Lee College Day
- Open House

### **Family and Community Involvement Needs**

- More parental involvement
- More students to be aware of services available
- Educational field trips
- Make students more aware of community service and how to get involved in the community as a whole

## **School Context and Organization**

### **School Context and Organization Summary**

Formative assessments, such as Benchmarks provide teachers with data to monitor and evaluate student progress.

### **School Context and Organization Strengths**

- Team planning
- Faculty meetings once a week (Wednesday)
- Several organizations for students
- Advisory Period
- Several forms of remediation for struggling students
- Focus on student needs
- PLC meetings every six weeks

### **School Context and Organization Needs**

- More outreach to parents
- More student input
- More pullout intervention (tutoring, etc.)
- More funding
- More training on Edgenuity; more flexibility with Edgenuity
- More English 1 and English II EOC testers

# Technology

## Technology Summary

Students have access to technology devices, such as Promethean boards, iPads, and laptops. Teachers collaborate with Educational Technology Staff to integrate technology in the classrooms.

## Technology Strengths

- Promethean boards in every classroom
- All students have I-Pads
- Clickers
- Smart slates
- Continuous I-Pad training
- Technology staff members on site to increase technology into lesson plans
- Staff members are highly motivated to integrate technology usage during lessons

## Technology Needs

- New laptops
- New desktops
- More software to block distraction sites
- Faster response time for technology needs
- More Google and Edmodo training for teachers

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1: Peter Hyland Center will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** 75% of all Peter Hyland students will achieve Level II proficiency on all EOC state assessments and TAKS tests.

**Summative Evaluation:** STAAR/EOC results, Data Reports, Eduphoria, STAAR ELL progress measure data, TELPAS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Disaggregate and analyze students' test data and grade distributions in ELA, Math, Sci, and Social Studies to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among sub-populations.	Assistant Principal, Principal, Counselor, Teachers	TAKS/EOC results, Data Reports, Eduphoria			
2) Analyze students' assessments and review findings with students.	Principal, Assistant Principal, Counselor, Teachers	TAKS/EOC Tests, Individual Student Reports, Student Conferences, Documentation, Eduphoria			
3) Develop departmental focus and strategies to achieve the state passing standard or better on TAKS/EOC	Principal, Assistant Principal, Teachers	TAKS/EOC results, Lesson Plans, Observations, Walk-throughs			
4) Schedule students who are at risk of failing into TAKS/EOC classes or tutorials.	Principal, Assistant Principal, Counselor	Class Rosters, Checklist			
5) Implement writing in the 4 core subject areas.	Principal, Assistant Principal	Walk-throughs, Observations, writing samples			
6) Hold PLC meetings to discuss curriculum strategies and student progress.	Principal, Assistant Principal, Teachers	TAKS/EOC results, Department notes, Sign in sheets, Meeting Agenda			
7) Provide Egenuity, Accelerated-pace study, placement test, and APEX classes for credit recovery and original credit.	Principal, Assistant Principal, Teachers	Course Completion Certificates, Transcripts, Report Cards, Progress Reports			
8) Implement technology in lessons to enhance academic achievement, college and career readiness.	Principal, Assistant Principal, Teachers	Lessons Plans, Student Feedback, Completed Assignments			
9) Implement modifications necessary to master TAKS/EOC objectives as specified in students' IEP	Principal, Assistant Principal, Teachers	Lesson Plans, Observations, TAKS/EOC Results			
10) Monitor special education students in Math and Science to achieve satisfactory performance on the 2016 Federal accountability	Special Ed. Teachers, Regular Ed. Teachers, Principal, Assistant Principal	Lesson plans, observations, EOC results			
11) Monitor the progress of ELL's	Principal, Assistant Principal, Teachers	TAKS/EOC, TELPAS Scores, Walk-throughs, Observations			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue








**Goal 1:** Peter Hyland Center will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 2:** Increase college readiness for all students and improve college awareness for students and parents.

**Summative Evaluation:** College Night, Apply Texas, TSI Scores, PLAN Test scores, SAT scores

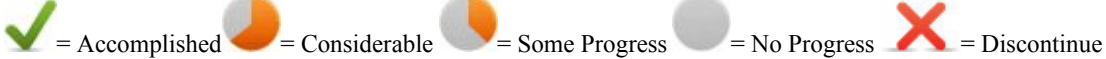
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Meet with each student for goal setting and post-secondary planning	Counselor	Counseling Log			
2) Students will receive lessons during the advisory period which will inform students and prepare students for college and career readiness	Teachers, Principal, Counselor, Communities In School	Advisory Lesson Plans			
3) Student will apply for college Apply Texas as part of their senior English class	Teachers, Counselor	Completion of application letter of acceptance, check out procedure with register			
4) College track seminars will be held each semester for students and parents to stress academics and preparedness for college	Counselor, Communities In School	Sign In Sheet			
5) Students will participate in college week and GCCISD College Night	Principal, Counselor, Communities In School	Student/Parent Sign in sheet			
6) Tour selected college campuses to enable students to see options and potential possibilities for their post high school education.	Principal, Communities In School, Counselor	Sign in sheets			
7) Students will participate in Career and Technology Fair (CTE) so that students will be able to explore opportunities available through CTE	Principal, Counselor	Sign in sheet, CTE Fair			
8) Host a Military Fair during lunch during the week of College Awareness Week	Communities In School	Sign in sheet, completion of Fair			
9) Schedule the Texas Success Initiative (TSI) Plan test through Lee College	Counselor, Communities In School	Sign In Sheets, Plan Test Scores			
10) Schedule the PSAT/SAT, students will participate in the TSI testing through Lee College	Counselor, College & Career Specialist	Sign in sheets, plan test scores			
11) Host a Reality Fair on the Peter Hyland Campus	Counselor, Communities In School	Sign in sheets, plan test scores			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

## Goal 2: Peter Hyland Center will provide a well-balanced and appropriate curriculum to all students

**Performance Objective 1:** Peter Hyland will implement procedures to monitor classroom instruction and student progress


**Summative Evaluation:** Classroom observations, Progress Reports, Report Cards, Course Completions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Administrators will conduct 5 observations a week	Principal, Assistant Principal	Faculty discussions regarding walk-throughs and walk-through data			
2) Administrators, counselor, and teachers will meet to discuss academic progress and concerns twice a month	Principal, Assistant Principal	Meeting notes			
3) Administrators, counselor, and teachers will meet with struggling students and their parents to develop and initiate an action plan	Principal, Assistant Principal, Counselor, Teachers	Reduction of failures, increase of passing rates			
4) Teachers will set target dates for completion of self-paced courses	Principal, Assistant Principal, Teachers	Course completion sheet			
5) Progress reports will be issued to every student every 3 weeks	Principal, Assistant Principal, Teachers	Course completion, transcript checks			
					

**Goal 2:** Peter Hyland Center will provide a well-balanced and appropriate curriculum to all students

**Performance Objective 2:** Teachers and administrators will meet to collaborate to ensure a consistent and quality curriculum is being implemented.


**Summative Evaluation:** Course syllabus, Classroom observations, Course Completions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Core subject teams will meet bi-weekly to discuss strategies for individual students to complete course work and plan lessons	Principal, Assistant Principal, Teachers	Lesson Plans, meeting notes, observations			
					

**Goal 2:** Peter Hyland Center will provide a well-balanced and appropriate curriculum to all students

**Performance Objective 3:** Peter Hyland will implement a structure that will assist students in passing TAKS and EOC Exams.


**Summative Evaluation:** STARR, EOC Data, Benchmarks

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Based on Benchmark scores, TAKS, and EOC scores, students that are at risk of failing will be scheduled in EOC classes.	Principal, Assistant Principal, Teachers	Benchmark scores, EOC scores			
2) Allow students to take advantage of the TAKS/EOC tutorials in APEX	Principal, Assistant Principal, Teachers	Student tracking of lessons			
3) Continue to implement a tutorial program for students who are at risk of failing course work and the EOC or TAKS exams	Principal, Assistant Principal	Sign in sheets, increase in EOC/TAKS scores			
					

**Goal 3: Peter Hyland Center, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Provide at-risk students that are in jeopardy of not graduating with their cohort group alternative ways to obtain their high school diploma


**Summative Evaluation:** Course completions, Credit recovery data, Night School, Optional Flexible Day School

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Participate in the annual dropout walk to recover students who have not return to school by the fall snapshot date	Principal, Attendance Clerk, Volunteers, Admin, Social Worker	List of contacted and enrolled students			
2) Provide opportunities for students to complete traditional and accelerated coursework through PHC Day and Night School	Principal, Assistant Principal, Counselor, Teachers	Course completions, credit recovery data			
3) Students identified as "at-risk" will be provided flexible scheduling to permit them to work during the school day.	Principal, Assistant Principal, Counselor, Attendance Clerk, Social Worker	Course completion, attendance logs			
					

**Goal 3:** Peter Hyland Center, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Provide opportunities for students who have excessive absences to recover credits and complete coursework.


**Summative Evaluation:** Seat time, Attendance Contracts, Course completions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Students will be required to stay 2 days a week/4 hours a day to make up an absence	Principal, Assistant Principal, Attendance Clerk, Counselor, Social Worker	Fewer student absences, completion sheets			
2) Publicize the procedures for applying, evaluating, and granting extenuating circumstances.	Principal, Assistant Principal, Counselor, Social Worker, Attendance Clerk	Completion sheets, attendance communication			
3) Require student/ parent conferences before court referrals and sign contract	Principal, Assistant Principal, Social Worker	Attendance contract			
4) Conduct home visits of students who have excessive absences	Principal, Assistant Principal, Counselor, Social Worker, Attendance Clerk	Attendance log, documentation, notes			
					

**Goal 3:** Peter Hyland Center, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.

**Performance Objective 3:** Keep teen parents enrolled in school

**Summative Evaluation:** PEIMS, attendance loss, PRS


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide onsite childcare for teen parents enrolled at PHC, GCM, REL, RSS	Principal, Childcare Director	Rosters of student babies at Peter Hyland			
2) Enroll students into the Student-Parenting Program	PRS PEP Clerk, PRS Coordinator	Completed intake, list of pregnant and parenting students			
3) Provide Compensatory Education Home Instruction as needed during pregnancy and for up to six weeks after the birth of the baby	PRS Coordinator, Teachers	Log of student hours in home instruction			
4) Provide transportation for students and students' babies to Peter Hyland Center	Childcare Director, Principal	List of student and students babies riding bus to PHC			
5) Provide monthly meetings with all pregnant students at RSS, REL, GCM and Peter Hyland	PRS Coordinator PRS PEP Clerk	PRS Roster, Campus PRS student contact log			
6) Provide at-risk families with literature and examples that promote healthy choices, community resources, and educational attainment.	PRS Coordinator, PRS PEP Clerk	PRS Roster, Campus PRS student contact log, shared literature and educational sessions, sign in sheets.			
					



**Goal 4: Peter Hyland Center will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** Faculty, students and staff will follow the code of conduct and the campus discipline management plan.


**Summative Evaluation:** Documentation of discipline incidents in Review 360

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 0 (discipline)	Principal, Assistant Principal, Teachers	Decrease in the number of discipline referrals			
2) All faculty and staff members will monitor the building during the school day with assigned duty	Principal, Assistant Principal, Teachers	Duty roster training agenda			
3) Utilize the canine detection to curtail drug use	Principal, Assistant Principal	Number of referrals written in relation to search efforts			
4) Utilize the counselor and CIS worker to counsel students with discipline problems.	Principal, Assistant Principal, Counselor, CIS	360 Counselor, CIS log			
					

**Goal 4:** Peter Hyland Center will provide and maintain a safe, positive learning environment.

**Performance Objective 2:** Implement the district crisis management plan


**Summative Evaluation:** Documentation of fire drills and campus crisis training and drills

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All faculty and staff members will be trained and receive a copy of the campus emergency plans	Principal, Assistant Principal	Training agenda completion of drills			
2) Utilize the student support team to assist in campus crisis	Principal, Assistant Principal, Counselor, CIS, Social Worker, Nurse	Weekly minutes of the meeting			
					

**Goal 4:** Peter Hyland Center will provide and maintain a safe, positive learning environment.

**Performance Objective 3:** Educate faculty, staff and students on the signs and effects of bullying and teen violence


**Summative Evaluation:** Documentations in Eduphoria, TEAMS, and 360

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Training modules in Eduphoria	Principal, Assistant Principal, Social Worker, Teachers, Counselor	Certificate of completion			
2) Provide student assembly concerning bullying	Principal, Assistant Principal, Social Worker, Communities In School	Number of referrals related to bullying			
3) Establish a bullying committee to review bullying incidents	Principal, Assistant Principal, Social Worker, Communities In School, Counselor	Number of referrals related to bullying			
					

**Goal 4:** Peter Hyland Center will provide and maintain a safe, positive learning environment.

**Performance Objective 4:** Peter Hyland will promote a positive atmosphere by incorporating incentives to promote student success


**Summative Evaluation:** Weekly graduation celebrations, campus organizations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Students will receive awards for course completions, student of the week, attendance and graduation recognition	Principal, Assistant Principal, Teachers, Counselor, Communities In School	Certificates , ribbons, donated gift cards, campus websites			
2) Display of graduate photos and college attending and front office slide show	Principal, Teachers, Assistant Principal, Registrar	Student display campus website			
3) Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, Coupon club, Glee Club, STEM Club	Principal, Assistant Principal, Teachers	Meeting notes			
4) Provide student support to students with situations that hinder academic success and emotional and social issues	Principal, Assistant Principal, Social Worker, Counselor, Communities In School	Meeting notes			
					

**Goal 5: Peter Hyland Center will recruit, develop, and retain teachers that meet state certification and licensing requirements**

**Performance Objective 1:** Recruit and retain teachers that meet state certification and licensing requirements


**Summative Evaluation:** Teacher documentation, classroom rosters

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early from pool of teacher that meet state certification and licensing requirements in academic subject areas.	Principal, Assistant Principal	Job Fair Report			
2) Assure all assignments and re-assignments are filled with teachers that meet state certification and licensing requirements	Principal, Assistant Principal	Master schedule NCLB Audit			
3) Evaluate Campus Teacher Induction Program/ Mentorship and make changes to improve the program efforts to retain teachers	Principal, Assistant Principal	Meeting minutes			
					

**Goal 5:** Peter Hyland Center will recruit, develop, and retain teachers that meet state certification and licensing requirements

**Performance Objective 2:** Ensure that 100% of the teachers receive high quality professional development each year


**Summative Evaluation:** T-Tess documentation, Certificates of Completion

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Assess the staff development needs of those teachers not meeting state certifications and licensing requirements	Principal, Assistant Principal	Staff development needs			
2) Provide ongoing staff development for classroom instruction	Principal, Assistant Principal	Certificate of completion, Teacher participation			
					

**Goal 5:** Peter Hyland Center will recruit, develop, and retain teachers that meet state certification and licensing requirements

**Performance Objective 3:** Attract and maintain teachers that meet state certification and licensing requirements.


**Summative Evaluation:** SBEC, Teacher Documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Select only teachers that meet state certification and licensing from the applicant pool.	Principal, Assistant Principal	HQ Audit Report			
2) Implement a HQ Teacher Intervention plan for all non HQ teachers	Principal, Assistant Principal	Intervention Plan			
3) Ensure campus personnel decision makers are available during peak recruiting / hiring times	Principal, Assistant Principal	Staffing assignments			
					

**Goal 6: Peter Hyland Center will establish and maintain parental and community partnerships in education to enhance student achievement**

**Performance Objective 1:** Peter Hyland will hold parent/student orientation for new students entering PHC during enrollment periods.

**Summative Evaluation:** Sigh-In-Sheets


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Students/Parents must attend orientation meetings to enter Peter Hyland Center to communicate expectations and goals	Principal, Assistant Principal	Sign in sheets			
2) Discuss students graduation plan upon admission to Peter Hyland Center	Principal, Assistant Principal, Counselor, College & Career Specialist	Student enrollment and parent conference records.			
					



**Goal 6:** Peter Hyland Center will establish and maintain parental and community partnerships in education to enhance student achievement

**Performance Objective 2:** Establish and maintain parent and community partnerships to enhance student achievement.






**Summative Evaluation:** Open House, school website, Parent/Teacher Conference

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Facilitate communication between school and home through home visits, phone calls, parent conferences, newsletters and website.	Principal, Assistant Principal, Counselor, Teachers, Communities In School, Social Worker	Parent contact logs, student conference meeting notes, website, newsletters			
2) Conduct Open House and Texas Public School Week opportunities for parents to visit the Peter Hyland Center.	Principal	Sign in sheet			
3) Invite parents and students to various activities and events in order to encourage parents to participate in their student's high school education.	Principal, Assistant Principal, Counselor	Attendance to: College night, Career night, Graduation meetings, graduation ceremony, college readiness seminars			
4) Written notification will be sent to parents addressing the following information; grading reports, campus data, testing dates, and academic support for students	Principal	Completion of notifications			
5) Peter Hyland Center and Crespo/Jirrels Funeral Home will partnership together to support Peter Hyland students and faculty	Principal, PIE Representative	Agenda annual PIE report			
6) Provide crisis and community intervention awareness through Communities in School (CIS) counselors	Principal, Communities In School	Program evaluation			
					

**Goal 7: Peter Hyland will provide the technology infrastructure and tools to maximize student achievement**

**Performance Objective 1:** Instructional technology will be used to increase student interest, motivation and achievement.


**Summative Evaluation:** Classroom observations, Course Completions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology into their lessons including Smart phones, IPADS, Smartboards, E-Instruction, Brain pops and Promethean Boards.	Principal, Assistant Principal	Lesson plans, classroom observation, technology training			
2) Students will have access to computer labs for college surveys, online applications, scholarships.	Principal, Assistant Principal, Counselor	Agendas, Sign in sheets			
3) Students will use technology to access credit recovery programs such as Egenuity	Principal, Assistant Principal	Completion of courses			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 7:** Peter Hyland will provide the technology infrastructure and tools to maximize student achievement

**Performance Objective 2:** Teachers will be provided professional development on instructional technology throughout the school year.

**Summative Evaluation:** Sign-In-Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Targeted professional development will be provided for teachers to integrate effective technology in the classroom, including Edmodo, E-Instruction, Smart boards, IPAD Sand Promethean Boards	Principal, Assistant Principal	Sign in sheets, agendas			
					

## 2016-2017 Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	James Purifoy	Asst. Principal
Administrator	Michelle Verdun	Principial
Classroom Teacher	Dale Heckman	Credit Recovery/History
Classroom Teacher	Kenneth Hentges	History Teacher
Classroom Teacher	Brenda Holt	Business Teacher
Classroom Teacher	Cynthia Minor	Math Teacher
Classroom Teacher	Janie Rivera	Science Teacher
Classroom Teacher	Catherine Slay	English Teacher