Goose Creek Consolidated Independent School District

Peter E. Hyland Center

Campus Improvement Plan

2020-2021

Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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 28 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 243 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 19.5% African-American, 18.8% Anglo, 0.0% Asian, 56.3% Hispanic, 1.6% American Indian, 55% male and 45% female with a low socioeconomic status of 70.3%. The staff population is 14.5% African-American, 65.7% Anglo, 0% Asian,4.8% American Indian, 10.1% Hispanic, 41.4% male and 58.6% female with an average of 14.7 years of experience. 100% are Highly Qualified teachers and 100% are Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 87.2%, with a drop-out rate of 1.7%. The average daily attendance rate for students is 78.7%. There is a total of 101 discipline referrals this year, which is statistically the same as the previous year.

Peter E. Hyland serves 18 English Language Learner students, 0 students in the Gifted and Talented program (0% males, 0% females, and 0% LEP), 28 students identified for 504 services, 19 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, Attendance, STAAR EOC Reports, CBA's and Discipline Reports. 81.9% passed all EOC.

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

Demographics

Demographics Summary

The enrollment numbers for Peter E. Hyland mirror other alternative schools. The data indicates that 85% of Peter E. Hyland students are at risk. Peter E. Hyland has a higher number of students identified as either Economically Disadvantaged or At-Risk. Peter E. Hyland is composed of a diverse population of Sophmores, Junior, Seniors and various ethnicities. Student attendance is below the required percentage. Challenges include lack of parental support, scheduling issues, student employment, teen pregnancy, financial challenges, mental health issues, and transportation problems.

Demographics Strengths

- Smaller class sizes
- Childcare Center
- Family atmosphere
- Flexible scheduling
- Mentor program
- 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 graduation success rates
- PRS Home bound Services
- Night School
- DePelchin counseling for students
- Junior/Senior meetings
- Panther Lab
- Tutorials
- Low teacher turnover
- Personal attention to student growth
- Positive student relationships

Student Learning

Student Learning Summary

The disaggregation of data from relevant student sources articulate that the STAAR EOC passing rates cluster at elevated levels is a definite strength. Improvement can still be garnered regarding English I and II passing rates, though there has been a marked improvement during the first administration of the STAAR tests for these categories in December.

English I & II scores:

Passing 46% for winter, up 19% from the 27% scored the previous year. This does not include the Spring STAAR/EOC test that was abandoned due to the Covid-19 crisis. Targeted students, at the time, due to the following interventions, were projected to pass the second STAAR/EOC administration, thus potentially raising the scores. Other scores are truncated due to the Covid-19 crisis.

Some of our key practices that have ameliorated our scores are:

- Schedule all students not meeting passing standards into remediation classes.
- Classroom teachers will work with Campus Administration and specialist to dis-aggregate test data to plan for remediation.
- Implement district provided lessons targeting the re-tester Scope and Sequence (ELA).
- Implement tutorials during the school day tutoring time. No more that 5 students at a time.
- Use released STAAR and interim tests to analyze and improve subsequent STAAR scores.
- Continue to implement a Practical Writing/Reading class during the day to improve STAAR/EOC scores.
- Continue to implement writing practice time and deeper level thinking questions into all courses.
- Continue to implement small group tutoring for ELL students with a SIOP trained teacher.
- Provide failure list to AP and counselors. Schedule individual meetings with students, parents, teachers, and counselors to discuss student progress as well as methods to support the aforementioned progress.
- Collaborate with SPED to implement the most progressive and useful teaching strategies for each student's IEP.
- SPED teachers will be present in the classroom (especially in ELA classrooms during instructional time to assist in student learning).
- Use CSRs to identify small targeted groups for intervention in ELA & SS.
- Use CSRs to specifically target STAAR reporting categories for student growth.
- Address ideas, problems, interventions, and strategies to prepare students who are not progressing through department meetings and PLC meetings.
- Solicit assistance from central office curriculum coordinators.

Methods of monitoring these practices:

Continue to on all counts:

- Conduct classroom walk-throughs to measure compliance with TEKs rigor and relevance
- Monitor progress through conferences among teachers, administrators, counselors, and parents
- Monitor Special Ed, ELs, and LEP students
- Encourage students who qualify for IGC to pass their remaining EOC tests by not offering IGC until after test administration
- Meet with teachers once a week to discuss interventions that will ensure student success
- Incorporate AVID strategies to increase academic achievement
- Review weekly lesson plans

Student Learning Strengths

The Peter E. Hyland Center had many palpable student academic achievement strengths throughout the year. These are an amalgam of those aspects:

Parent contact significantly increased by having the teachers contact one more parent per week, raising the amount from two to three. With approximately 37 weeks in a school year, contacting two parents per week garners contact with 74. With increase of one extra parent contact, it raised the amount of parent contacts by 37 to a total of 111 parents contacted per teacher. With 17 teachers participating parent contacts in total went from 1,258 to 1,887, so a total of 629 more parent contacts were garnered by this useful practice.

- We continue to have a high rate of graduation due to campus wide interventions.
- We have a night school option for students on Tuesday and Thursday.
- We consistently have smaller classroom sizes for individualized instruction.
- We continue to have writing initiatives in all subjects.
- TSI testing has increased.
- We have Flexible School days for students in need.
- We have an increase in dual credit course offerings.
- Only one student did not pass the Biology STAAR/EOC.
- Only one student did not pass the Algebra STAAR/EOC.
- Attendance Specialist made daily phone calls to students to express importance of daily attendance as well as hold students accountable.
- STAAR/EOC English I & II scores increased 19 points from 27% to 46%, targeted students, at the time, due to the interventions, were projected to pass the second STAAR/EOC administration, thus potentially raising the scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I and II STAAR/EOC scores still need some improvement. **Root Cause:** Factors including poor attendance, high under-served population, low language support, and ESL staffing needs on campus, as well as high percentage of low social-economic and at risk students significantly impact academic success on state assessments, high level of re-testers and limited level of district support.

School Processes & Programs

School Processes & Programs Summary

Peter Hyland continues to be a school where our creed-SUCCESS FOR ALL is manifested in our ability to engage students that were disenfranchised on their home campus. Unlike the traditional schools, Peter Hyland used several methods of instruction for students to earn credits: Edgenuity, district approved packets, direct teacher instruction, projects and Google classroom. Differentiated instruction is used for all students to be successful.

Students were admitted to Peter Hyland by application and came with many credit deficiencies. The Peter Hyland Administrative team met with the traditional high school counselors and selected students based on a variety of criteria to help students get on target to graduation. After students were selected, the Master Schedule was created based on student needs.

Based on students' learning style, everyone had their own IEP plan. Our highly qualified teachers helped determine which learning style was the best for a student. Formative assessments, benchmarks, and previous EOC scores provided teachers with data to monitor and evaluate student progress. Subject area teachers met once a week to look at assessments to help students with their deficiencies. Intervention meetings were held every Wednesday to determine which students were not succeeding and an intervention plan was developed for each student whether it was through tutorials or extra class periods with a certain teacher. Students were also allowed to work on certain classes at a time instead of a full schedule which allowed students to concentrate on more rigorous classes than others.

Students who did not pass the STAAR test were scheduled into specialize STAAR classes. Teachers specifically concentrated on STAAR strategies along with course curriculum. Students were also scheduled into specialized tutorials based on their CSRs. As a result, our December test scores increased.

Student progress was tracked through progress reports, report cards, completion sheets, student-teacher conferences and student/teacher/parent conferences. Students were given progress reports every two weeks as mandated by the principal. Students that were not progressing were visited by the principal and assistant principal. If progress was not made after visiting with the principal and assistant principal, a mandatory parent conference was scheduled. During conferences, the counselor discussed the student's classes needed to graduate and post-secondary plans. Teachers expressed their concerns and their academic progress in their class. We would all come up with a viable plan to try and help the student succeed.

Peter Hyland also had a PRS (Pregnant Related Service) Counselor. She was responsible for the teen parents and their needs on our campus. All of our teen parents were able to complete their classes with this additional support.

Technology

Students took advantage of the technology that was provided to them in the form of IPads, laptops, desktops, and Promethean boards. The district provided knowledgeable tech support personnel to aid the teachers and staff in issues that might arise.

Teachers incorporated technology in their classroom to aide students with their learning. Teachers were also given ample opportunities to earn digital badges, which showcased their strength in different components of digital learning. Teachers used Google classroom for classroom lessons which was a good transition for students during the COVID 19 pandemic.

Staff Quality, Recruitment and Retention

All staff members at Peter Hyland were highly qualified. Program development, properly addressing teacher and student needs, as well as, continual achievements were examples of things that contribute to the quality of staff at the Peter Hyland Center. Peter Hyland Center strengths include staff attendance rates, very low turnover, qualifications, professionalism and a communal environment, The Peter Hyland Center has continued growth as a school community. Our campus worked together as a team for the success of our students. Faculty meetings are scheduled weekly to keep on-going information current with the staff and allows collaboration for a solution on any issues that occur during the

school week.

School Processes & Programs Strengths

Curriculum and Instruction:

- PLCs
- Teachers are highly qualified in their content areas
- Credit recovery-students quickly redeem lost credits to graduate on time
- CBAs
- Campus-wide writing initiative
- Mentor program
- Additional counselor to concentrate on PRS
- Attendance Specialist Recruit to concentrate on attendance
- Students can work one on one with teacher, in groups or individual
- Focus note taking within an AVID elective classes, AVID site team members classes, and Edgenuity based classes
- Accelerate through courses to meet graduation requirements as early grads
- Several methods of instruction: Edgenuity, packets, projects, direct teacher instruction, Google classroom

School Context and Organization:

- Team planning
- Faculty meetings once a week (Wednesday)
- Several organizations: Ambassadors, AVID, CSU, Spanish Club, Student Council
- Student support groups
- Advisory Period
- Several forms of remediation for struggling students
- Focus on individual student needs
- PLC meetings every six weeks
- Student incentives
- Campus College and Career activities
- Communities in School
- Community Outreach
- Student Intervention meetings once a week

Staff Quality:

- 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
- Additional counselor to concentrate on PRS
- Attendance Specialist Recruit

Technology:

- Promethean boards in every classroom
- All students have IPads
- Clickers
- Smart Slates
- Continuous IPad training
- Technology staff members on site to support the increase of technology into lesson plans
- Staff members are highly motivated to integrate technology usage during lessons
- Flexible and individualized teaching at each students' personal pace
- Use Winschool to ensure on task behavior

Perceptions

Perceptions Summary

Peter E. Hyland is an alternative school that exceeds alternative education expectations. As GCCISD school of choice, students enter Peter Hyland with the perception that they will:

- Quickly redeem lost time and credits to graduate on time
- Accelerate through courses to meet graduation requirements as early grads

These perceptions of alternative education and accelerated pace gives rise to both our strengths and weaknesses.

Graduation Expectations of Students, Parents, Campus and District Staff

Students perceive that Peter Hyland is a school where they will make up lost credits and achieve their graduation goal on or before time. Parents perceive that Peter Hyland will rescue their son/daughter from being a potential dropout. PHC Campus perception is encapsulated in our CREED: Success for All which is manifested in our attitude to do whatever it takes for each individual student to graduate. District high school leaders and teachers perceive that we are able to alleviate their attendance/dropout rate and increase the graduation rate by receiving students who were less successful on the main traditional campuses.

Expectation of Flexibility

Parents, students and staff all perceive that PHC is a campus of flexibility. Courses are scheduled to accommodate students' need throughout the year. Students have the choice of completing coursework through Edgenuity, projects, instructional packets, direct instruction, and Google classroom. Attendance accommodations such as PRS, Flex-schedules and Night school are offered to students based on individual student circumstances.

Campus Culture

Peter Hyland offers a welcoming and friendly campus culture, students and staff feel welcome, safe and are part of a smaller "family environment" at Peter Hyland. The family atmosphere consists of small to large celebrations, student incentives, student affirmations, student mentorships, extra-curriculum activities and clubs and organizations that allow students to thrive in leadership roles. Students thrive through student/teacher relationships because of the lower student/teacher ratio; therefore, disciplinary incidents continue to decrease.

Perceptions Strengths

- Smaller class sizes
- Weekly student recognitions and Friday graduation
- Diverse ethnic environment on campus
- All students feel welcome to join groups on campus
- Students feel safe and involved here
- High support from teachers and counseling staff, CIS, CCR, Attendance Specialist
- Large amount of field trips that expose students to career and real life experience
- Friendliness and great communication
- Accelerated Self pace course work and ability to complete course work faster

- Connection with teachers and the support they give to our students to push to graduate
- Teachers do not give up on students
- Less stressful atmosphere than at a traditional school
- Student recognition awards
- New student orientation
- Higher club/organization participation
- Emotional and behavior support
- Technology friendly
- Individualized education plans
- Summer graduation
- Childcare
- Freedom from traditional norms
- Celebrate and acknowledge post secondary plans
- Campus atmosphere of college and career readiness
- Parent perception that PHC will rescue their son or daughter from potential dropout
- Flexible scheduling
- Course instruction-(Edgenuity, textbook, instructional packets), projects, and google classrooms
- Attendance accommodations
- Technology: (IPads, laptops, student computers, TI 84 and Inspires calculators
- Individual tutorials built into daily schedule
- Mentoring
- Weekly staff meetings to identify and implement interventions for At-Risk students
- Daily parent communication-call for absent students
- Weekly parent communication -calls/emails

Priority Problem Statements

Problem Statement 2: English I and II STAAR/EOC scores still need some improvement.

Root Cause 2: Factors including poor attendance, high under-served population, low language support, and ESL staffing needs on campus, as well as high percentage of low social-economic and at risk students significantly impact academic success on state assessments, high level of re-testers and limited level of district support.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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 approaching or above grade level on all EOC state assessments.

    Evaluation Data Sources: STAAR/EOC results, Data Reports, Eduphoria, STAAR EL progress measure data, TELPAS

    Summative Evaluation: None

	Reviews			
Strategy 1: Disaggregate and analyze students' test data and grade distributions in ELA, Math, Science, and Social Studies to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among sub-populations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve state test scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Assistant Principal Principal Counselor Teachers				
Funding Sources: All staff and program support costs for campus - Coordination of Local and State Funds - SCE AEP Funds - $2,000,000				

	Reviews			
Strategy 2: Analyze students' assessments and review findings with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve state test scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers				

	Reviews			
Strategy 3: Develop departmental focus and strategies to achieve the state passing standard or better on EOC	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve state test scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers				

	Reviews			
Strategy 4: Schedule students who are at risk of failing into EOC classes or tutorials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve state test scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor				

Strategy 5: Implement writing and grammar practice in all subject areas.	**Reviews**			
Strategy's Expected Result/Impact: Improve state test scores and writing skills	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June

Strategy 6: Hold PLC and faculty meetings to discuss curriculum strategies and student progress.	**Reviews**			
Strategy's Expected Result/Impact: Increase test scores and graduation rates	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 7: Provide Edgenuity, Accelerated-pace study, and placement test, for credit recovery and original credit.	**Reviews**			
Strategy's Expected Result/Impact: Decrease students' risk of dropping out due to credit deficiency Increase graduation rates	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 8: Implement technology in lessons to enhance academic achievement for college, career, and military readiness.	**Reviews**			
Strategy's Expected Result/Impact: Increase student engagement and technology skills	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 9: Implement modifications necessary to master EOC objectives as specified in students' IEP.	**Reviews**			
Strategy's Expected Result/Impact: Improve state test scores	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 10: Monitor growth of English I and English II students through formative and summative assessments to inform instruction to achieve satisfactory performance and meet targets on the 2020-2021 Federal accountability system.	**Reviews**			
Strategy's Expected Result/Impact: Improve state testing scores, reading and writing skills	**Formative**			**Summative**
Staff Responsible for Monitoring: ELA Teachers Special Ed. Teachers Regular Ed. Teachers Principal Assistant Principal	Nov	Feb	June	June

Strategy 11: Monitor the progress of ELs through formative and summative assessments to inform instruction and increase performance on the 2020-2021 Federal accountability system.		Reviews		
Strategy's Expected Result/Impact: Increase STAAR EL progress measure		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 12: Solicit support from the District Language Arts Department for planning during PLC and Faculty meetings.		Reviews		
Strategy's Expected Result/Impact: Improve writing scores		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principal ELA Teachers	Nov	Feb	June	June

Strategy 13: Solicit support from the ESL Specialist to provide remediation for ELs.		Reviews		
Strategy's Expected Result/Impact: Improve state testing scores Improve reading and writing skills		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principal ESL Dept.	Nov	Feb	June	June

Strategy 14: Partner with IMPACT ELA teachers to share strategies and ideas to increase STAAR scores		Reviews		
Strategy's Expected Result/Impact: Improve and learn new teaching strategies Improve state test scores		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 15: Implement district provided lessons targeting the re-testers.		Reviews		
Strategy's Expected Result/Impact: Improve student success on STAAR		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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, career, and military readiness for all students and improve college awareness for students and parents.

Evaluation Data Sources: College Night, Apply Texas, TSI Scores, Pre ACT scores, ACT scores

Summative Evaluation: None

Strategy 1: Meet with each student for goal setting and post-secondary planning	Reviews			
Strategy's Expected Result/Impact: Increase the number of students enrolling in college and technical schools	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor CCR	Nov	Feb	June	June

Strategy 2: Students will receive lessons during the advisory period which will inform students and prepare students for college, career, and military readiness.	Reviews			
Strategy's Expected Result/Impact: Increase the number of students enrolling in college and technical schools	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Principal Counselor Communities In School CCR AVID campus coordinator	Nov	Feb	June	June

Strategy 3: Students will apply for college through Apply Texas as part of their intake process	Reviews			
Strategy's Expected Result/Impact: 100% of students completing Apply Texas for college entrance	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor CCR Counselor AVID campus coordinator	Nov	Feb	June	June

Strategy 4: College awareness activities will be held each semester for students and parents to stress academics and preparedness for college	Reviews			
Strategy's Expected Result/Impact: Inform students regarding information needed to apply to colleges and universities	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor Communities In School CCR counselor	Nov	Feb	June	June

Strategy 5: Students will participate in college week and GCCISD College Night	Reviews			
Strategy's Expected Result/Impact: Inform students regarding information needed to apply to colleges and universities	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Counselor CCR Counselor Communities In School	Nov	Feb	June	June

Strategy 6: Virtually tour selected college campuses to enable students to see options and potential possibilities for their post high school education.	Reviews			
Strategy's Expected Result/Impact: Students will gain knowledge of a variety of colleges	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Communities In School Counselor CCR Counselor AVID campus coordinator	Nov	Feb	June	June

Strategy 7: Students will participate in Career and Technology Fair (CTE) so that students will be able to explore opportunities available through CTE within COVID guidelines.	Reviews			
Strategy's Expected Result/Impact: Students will broaden their horizons as to the available career opportunities	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Counselor CCR Counselor PRS coordinator	Nov	Feb	June	June

Strategy 8: Offer dual credit classes to students.	Reviews			
Strategy's Expected Result/Impact: Increase the number of students enrolled in college classes	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Counselor CCR Counselor AVID Campus Coordinator	Nov	Feb	June	June

Strategy 9: Schedule PSAT, ACT, TSI, ASVAB testing within COVID guidelines.	Reviews			
Strategy's Expected Result/Impact: Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor CCR	Nov	Feb	June	June

Strategy 10: Host a Reality Fair on the Peter Hyland Campus.	Reviews			
Strategy's Expected Result/Impact: Expose students to real life decision making concerning income and expenditures	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor Communities In School CCR Counselor PRS Coordinator	Nov	Feb	June	June

Strategy 11: Celebrate and acknowledge post-secondary plans.	Reviews			
Strategy's Expected Result/Impact: Support transitional plans with college partnerships	**Formative**			**Summative**
Staff Responsible for Monitoring: CCR Counselor Counselor	Nov	Feb	June	June

Strategy 12: Implement focused note taking within AVID elective classes, AVID site team members classes, and Edgenuity classes	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Expose students to Cornell and focused note taking Improve test scores on Edgenuity quizzes	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: AVID site coordinator District coordinator AVID site team members CCR Principal Teachers Asst. Principal				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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.

    Evaluation Data Sources: Classroom observations, Progress Reports, Report Cards, Course Completions

    Summative Evaluation: None

Strategy 1: Administrators will conduct 5 observations a week.	**Reviews**			
Strategy's Expected Result/Impact: Improve student teaching and engagement	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
Strategy 2: Administrators, counselor, and teachers will meet to discuss academic progress and concerns once a week.	**Reviews**			
Strategy's Expected Result/Impact: Increase graduation rate and student success	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
Strategy 3: Administrators, counselor, and teachers will meet with struggling students and their parents to identify wrap around services in an action plan.	**Reviews**			
Strategy's Expected Result/Impact: Increase graduation rate and student success	**Formative**			**Summative**

Staff Responsible for Monitoring: Principal
    Assistant Principal
    Counselor
    Teachers
	Nov	Feb	June	June

Strategy 4: Teachers will set target dates for completion of self-paced courses.	**Reviews**			
Strategy's Expected Result/Impact: Increase the rate of students graduation on time	**Formative**			**Summative**

Staff Responsible for Monitoring: Principal
    Assistant Principal
    Teachers
	Nov	Feb	June	June

Strategy 5: Progress reports will be issued to every student every 3 weeks.	**Reviews**			
Strategy's Expected Result/Impact: Increase student awareness of academic progress	**Formative**			**Summative**

Staff Responsible for Monitoring: Principal
    Assistant Principal
    Teachers
	Nov	Feb	June	June

Strategy 6: Counselors will conduct observations to support students.	**Reviews**			
Strategy's Expected Result/Impact: Improve student success	**Formative**			**Summative**

Staff Responsible for Monitoring: Counselor
    CCR Counselor
    PRS Coordinator
	Nov	Feb	June	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

    Evaluation Data Sources: Course syllabus, Classroom observations, Course Completions

    Summative Evaluation: None

Strategy 1: Core subject teams will meet bi-weekly to discuss strategies for individual students to complete course work and plan lessons.	Reviews			
Strategy's Expected Result/Impact: Teachers will gain knowledge that will increase progress for individual students success	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 2: Core subject teams will meet with traditional high school core subject teams to discuss curriculum strategies.	Reviews			
Strategy's Expected Result/Impact: Teachers will gain strategies to increase student success	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 3: Offer ESL certification training for teachers that are not currently certified.	Reviews			
Strategy's Expected Result/Impact: Increase graduation rates for ELs Improve state test scores	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal ESL Dept.	Nov	Feb	June	June

Strategy 4: Solicit Central Office support for English I and English II teachers.	Reviews			
Strategy's Expected Result/Impact: Improvement of writing and reading scores	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Language Arts Coordinator	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 EOC Exams.

Evaluation Data Sources: STAAR, EOC Data, Benchmarks

Summative Evaluation: None

Strategy 1: Based on Benchmark and EOC scores, students that are at risk of failing will be scheduled in EOC classes.	Reviews			
Strategy's Expected Result/Impact: Improve number of students passing EOC test	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor	Nov	Feb	June	June

Strategy 2: Continue to implement a tutorial program for students who are at risk of failing course work and the EOC exams.	Reviews			
Strategy's Expected Result/Impact: Improve number of students passing EOC test	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June

Strategy 3: Incorporate a school wide writing plan for all subjects.	Reviews			
Strategy's Expected Result/Impact: Increase number of students passing English I and II	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Nov	Feb	June	June

Strategy 4: Increase test preparation for ESL students by providing a test prep camp led by a district ELA specialist.	Reviews			
Strategy's Expected Result/Impact: Test Prep Camp Conducted Increase in the number of EL students passing STAAR/EOC test	Formative			Summative
Staff Responsible for Monitoring: Principal ELA Teachers	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Peter Hyland Center, through enhanced dropout prevention efforts, will work to 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.

    Evaluation Data Sources: Course completions, Credit recovery data, Night School, Optional Flexible Day School

    Summative Evaluation: None

	Reviews			

Strategy 1: Participate in the annual dropout walk to recover students who have not returned to school by the fall snapshot date.
    Strategy's Expected Result/Impact: Reduce dropout rate
    Recover potential dropouts
 	
    Staff Responsible for Monitoring: Principal
    Attendance Clerk
    Volunteers
    Admin
	Formative			**Summative**

	Nov	Feb	June	June

Strategy 2: Provide opportunities for students to complete traditional and accelerated coursework through PHC Day and Night School.
    Strategy's Expected Result/Impact: Reduce dropout rate
    Recover potential dropouts
 	
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Counselor
    Teachers
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 3: Students identified as "at-risk" will be provided flexible scheduling to permit them to work during the school day.
    Strategy's Expected Result/Impact: Reduce dropout rate
    Recover potential dropouts and increase attendance rate
 	
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Counselor
    Attendance Clerk
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 4: Provide opportunities for 5th year seniors to graduate who didn't graduate with cohort.
    Strategy's Expected Result/Impact: Reduce dropout rate
    Increase graduation rates
 	
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Counselor
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Peter Hyland Center, through enhanced dropout prevention efforts, will work to 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.

    Evaluation Data Sources: Seat time, Attendance Contracts, Course completions

    Summative Evaluation: None

Strategy 1: Provide opportunities for students with excessive absences to recover attendance.	Reviews			
Strategy's Expected Result/Impact: Reduce loss of credits Increase graduation rate	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Counselor Attendance Specialist	Nov	Feb	June	June

Strategy 2: Publicize the procedures for applying, evaluating, and granting extenuating circumstances.	Reviews			
Strategy's Expected Result/Impact: Reduce loss of credits Increase graduation rate.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Attendance Clerk Attendance Specialist	Nov	Feb	June	June

Strategy 3: Require student/ parent conferences before court referrals and sign attendance contract.	Reviews			
Strategy's Expected Result/Impact: Improve attendance	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Attendance Specialist	Nov	Feb	June	June

Strategy 4: Conduct home visits of students who have excessive absences.	Reviews			
Strategy's Expected Result/Impact: Improve attendance	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Attendance Clerk Attendance Specialist CIS	Nov	Feb	June	June

Strategy 5: Conduct ongoing parent conferences to address student issues and attendance.	**Reviews**			
Strategy's Expected Result/Impact: Improve attendance	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal CIS Attendance Clerk Attendance Specialist Counselor	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: Keep students enrolled in school, including teen parents.

    Evaluation Data Sources: PEIMS, attendance loss, PRS

    Summative Evaluation: None

Strategy 1: Provide on-site childcare for teen parents enrolled at PHC, GCM, REL, RSS, IMPACT, and SCTHS.	Reviews			
Strategy's Expected Result/Impact: Increase graduation rates of teen parents	Formative			Summative
Staff Responsible for Monitoring: Principal Childcare Director PRS PEP Clerk PRS Coordinator	Nov	Feb	June	June

Strategy 2: Enroll students into the Student-Parenting Program.	Reviews			
Strategy's Expected Result/Impact: Promote healthy families and appropriate choices	Formative			Summative
Staff Responsible for Monitoring: PRS PEP Clerk PRS Coordinator	Nov	Feb	June	June

Strategy 3: Provide Compensatory Education Home Instruction as needed during pregnancy and for up to six weeks after the birth of the baby.	Reviews			
Strategy's Expected Result/Impact: Ensure and continue instruction for academic success	Formative			Summative
Staff Responsible for Monitoring: PRS Coordinator Teachers	Nov	Feb	June	June

Strategy 4: Provide transportation for students and students' babies to Peter Hyland Center.	Reviews			
Strategy's Expected Result/Impact: Ensure regular attendance of teen parents	Formative			Summative
Staff Responsible for Monitoring: Childcare Director Principal PRS Coordinator PRS PEP Clerk	Nov	Feb	June	June

Strategy 5: Provide monthly meetings with all pregnant students at RSS, REL, GCM, Peter Hyland, IMPACT, and SCTHS.	Reviews			
Strategy's Expected Result/Impact: Ensure teen parent support and provide resources	Formative			Summative
Staff Responsible for Monitoring: PRS Coordinator PRS PEP Clerk	Nov	Feb	June	June

Strategy 6: Provide at-risk families with literature and examples that promote healthy choices, community resources, and educational attainment.	Reviews			
Strategy's Expected Result/Impact: Accommodate the growth of young families in an educational environment	Formative			Summative
Staff Responsible for Monitoring: PRS Coordinator PRS PEP Clerk	Nov	Feb	June	June

Strategy 7: Host Community/Family Resource Fair.		**Reviews**		
Strategy's Expected Result/Impact: Provide families resources that help with daily healthy living		**Formative**		**Summative**
Staff Responsible for Monitoring: PRS Coordinator CIS Principal Teachers Assistant Principal		**Nov** **Feb** **June**		**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.

Evaluation Data Sources: Documentation of discipline incidents in Review 360

Summative Evaluation: None

Strategy 1: Initiate a teacher/student mentoring program to support social, emotional, and academic needs.			Reviews		
Strategy's Expected Result/Impact: Train Staff in Mentoring Students Reduce discipline referrals		Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor		Nov	Feb	June	June

Strategy 2: All faculty and staff members will monitor the building during the school day with assigned duties.			Reviews		
Strategy's Expected Result/Impact: Ensure a safe school climate		Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers		Nov	Feb	June	June

Strategy 3: Utilize the canine detection to curtail drug use.			Reviews		
Strategy's Expected Result/Impact: Ensure a safe and drug free school		Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal		Nov	Feb	June	June

Strategy 4: Utilize the counselor and CIS worker to assist students with discipline problems.			Reviews		
Strategy's Expected Result/Impact: Reduce discipline referrals		Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIS		Nov	Feb	June	June

Strategy 5: Monitor the campus discipline data to address areas of concern.			Reviews		
Strategy's Expected Result/Impact: Decrease in the number of discipline referrals		Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Teacher		Nov	Feb	June	June
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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

Performance Objective 2: Implement the district crisis management plan

    Evaluation Data Sources: Documentation of fire drills and campus crisis training and drills

    Summative Evaluation: None

Strategy 1: All faculty and staff members will be trained and receive a copy of the campus emergency plans.	Reviews			
Strategy's Expected Result/Impact: Faculty and staff will be able to respond to emergency situations	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Nurse	Nov	Feb	June	June
Strategy 2: Utilize the student support team to assist in campus crisis.	Reviews			
Strategy's Expected Result/Impact: Faculty and staff will be able to respond to emergency situations and students experiencing crisis will be supported	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIS Nurse	Nov	Feb	June	June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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, and mental health.

    Evaluation Data Sources: Documentations in Eduphoria, TEAMS, and 360

    Summative Evaluation: None

Strategy 1: Complete training modules in Eduphoria, specifically the area of bullying.	Reviews			
Strategy's Expected Result/Impact: Faculty and staff will be able to recognize and respond to incidents of bullying	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor	Nov	Feb	June	June

Strategy 2: Provide student assembly supporting anti-bullying activities.	Reviews			
Strategy's Expected Result/Impact: Decrease in bullying incidents	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Communities In School	Nov	Feb	June	June

Strategy 3: Establish an anti-bullying committee to review bullying incidents.	Reviews			
Strategy's Expected Result/Impact: Appropriate investigation of allegations and assurance of student safety	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Communities In School Counselor	Nov	Feb	June	June

Strategy 4: Implement mental health support groups per COVID guidelines.	Reviews			
Strategy's Expected Result/Impact: Help increase students coping skills	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor	Nov	Feb	June	June

Strategy 5: Provide mental health resources.	Reviews			
Strategy's Expected Result/Impact: Increase awareness of mental health resources on campus	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor	Nov	Feb	June	June

Strategy 6: Provide assembly and resources for students concerning dating violence.	Reviews			
Strategy's Expected Result/Impact: Reduce dating violence among students	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor	Nov	Feb	June	June

    0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

    Evaluation Data Sources: Weekly graduation celebrations, campus organizations

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Students will receive awards and field trips for course completions, student of the week, attendance, and graduation recognition		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will earn credits at a faster pace, better attendance, and graduate in a timely manner	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor Communities In School				
Strategy 2: Display of graduate photos and college attending including front office slide show.		**Reviews**		
Strategy's Expected Result/Impact: Recognition of graduates		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Teachers Assistant Principal Registrar Library and Media Specialist	**Nov**	**Feb**	**June**	**June**
Strategy 3: Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, STEM Club.		**Reviews**		
Strategy's Expected Result/Impact: Increase opportunity for student leadership and opportunities for student to engage in activities outside of academics		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	**Nov**	**Feb**	**June**	**June**
Strategy 4: Provide support to students with barriers that hinder academic success and create emotional and social issues.		**Reviews**		
Strategy's Expected Result/Impact: Ensure a healthy environment for student success		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Communities In School DePelchin Counselor	**Nov**	**Feb**	**June**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Peter Hyland Center will recruit, develop, and retain highly effective personnel.

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

Evaluation Data Sources: Teacher documentation, classroom rosters

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from pool of teachers that meet state certification and licensing requirements in academic subject areas. **Strategy's Expected Result/Impact:** Hire highly effective staff **Staff Responsible for Monitoring:** Principal Assistant Principal	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June

Strategy 2: Assure all assignments and re-assignments are filled with teachers that meet state certification and licensing requirements. **Strategy's Expected Result/Impact:** Students will be instructed by appropriate certified teachers **Staff Responsible for Monitoring:** Principal Assistant Principal	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June

Strategy 3: Evaluate Campus Teacher Induction Program/ Mentor-ship and make changes to improve the program efforts to retain teachers. **Strategy's Expected Result/Impact:** Decrease teacher turnover rate **Staff Responsible for Monitoring:** Principal Assistant Principal	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Peter Hyland Center will recruit, develop, and retain highly effective personnel.

Performance Objective 2: Ensure that 100% of the teachers receive highly effective professional development each year.

Evaluation Data Sources: T-TESS documentation, Certificates of Completion

Summative Evaluation: None

Strategy 1: Assess the staff development needs of those teachers not meeting state certifications and licensing requirements.	Reviews			
Strategy's Expected Result/Impact: Effective instruction by non-certified teachers while pursuing the appropriate certification	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June

Strategy 2: Provide ongoing staff development focusing on effective classroom instruction.	Reviews			
Strategy's Expected Result/Impact: Highly effective instruction for students	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June

Strategy 3: Offer ESL training to help prepare teachers for the ESL certification test.	Reviews			
Strategy's Expected Result/Impact: Increase the number of ESL certified teachers Increase state scores of ELs Increase graduation rate of ELs	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal ESL Dept.	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Peter Hyland Center will recruit, develop, and retain highly effective personnel.

Performance Objective 3: Recruit and retain teachers that meet state certification and licensing requirements.

Evaluation Data Sources: SBEC, Teacher Documentation

Summative Evaluation: None

Strategy 1: Select only teachers that meet state certification and licensing from the applicant pool.	Reviews			
Strategy's Expected Result/Impact: Effective instruction by highly effective teachers	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
Strategy 2: Implement an intervention plan for all non highly effective teachers.	Reviews			
Strategy's Expected Result/Impact: Non-highly effective teachers become highly effective	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
Strategy 3: Ensure campus personnel decision makers are available during peak recruiting/hiring times.	Reviews			
Strategy's Expected Result/Impact: Recruit and hire highly effective teachers	Formative			Summative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.

Evaluation Data Sources: Sign-In-Sheets

Summative Evaluation: None

Strategy 1: Students/Parents must attend orientation meetings to enter Peter Hyland Center to communicate expectations and goals.	Reviews			
Strategy's Expected Result/Impact: Communication of procedures, expectations, and goals of Peter Hyland	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Assistant Principal				

Strategy 2: Discuss students graduation plan upon admission to Peter Hyland Center.	Reviews			
Strategy's Expected Result/Impact: Students and parents awareness of academic needs and requirements for graduation	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Assistant Principal				
Counselor				
College & Career Specialist				

Strategy 3: Utilize school messenger to inform parents and students of Peter Hyland activities and events.	Reviews			
Strategy's Expected Result/Impact: Keep students and parents informed of Peter Hyland activities	Formative			Summative
Staff Responsible for Monitoring: Assistant Principal	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.

Evaluation Data Sources: Open House, school website, Parent/Teacher Conference

Summative Evaluation: None

Strategy 1: Facilitate communication between school and home through home visits, phone calls, parent conferences, newsletters and website.		Reviews		
Strategy's Expected Result/Impact: Strong relationships between parents and the school		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal		Nov	Feb	June	June
Assistant Principal				
Counselor				
Teachers				
Communities In School				

Strategy 2: Conduct Open House and Texas Public School Week opportunities for parents to visit the Peter Hyland Center.	Reviews		
Strategy's Expected Result/Impact: Increase parent engagement	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June

Strategy 3: Invite parents and students to various activities and events in order to encourage parents to participate in their student's high school education.	Reviews		
Strategy's Expected Result/Impact: Increase parent engagement	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Assistant Principal			
Counselor			

Strategy 4: Written notification will be sent to parents addressing the following information; grading reports, campus data, testing dates, and academic support for students.	Reviews		
Strategy's Expected Result/Impact: Keep parents informed of student academics	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June

Strategy 5: Peter Hyland Center and Earthman's Funeral Home will partner together to support Peter Hyland students and faculty.	Reviews		
Strategy's Expected Result/Impact: Strong relationships between PIE and Peter Hyland which promotes attendance and academic success	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
PIE Representative			

Strategy 6: Provide crisis and community intervention awareness through Communities in School (CIS) case management.	**Reviews**			
Strategy's Expected Result/Impact: Support students experiencing difficult challenges that would impede academic success.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Communities In School	**Nov**	**Feb**	**June**	**June**

Strategy 7: Host annual Community Family Night.	**Reviews**			
Strategy's Expected Result/Impact: Inform parents and students outside community and social services	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal CIS Counselor CCR Counselor	**Nov**	**Feb**	**June**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: Peter Hyland Center 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.

    Evaluation Data Sources: Classroom observations, Course Completions

    Summative Evaluation: None

	Reviews			
Strategy 1: Teachers will integrate technology into their lessons including Smart phones, IPADS, Smart-boards, Brain Pop, Promethean Boards, and Google classroom.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase student engagement and achievement	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal Assistant Principal				
Strategy 2: Students will have access to computer labs for college surveys, online applications, and scholarships.		**Reviews**		
Strategy's Expected Result/Impact: Students begin to plan for post secondary studies		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Nov	Feb	June	June
Strategy 3: Students will use technology to access credit recovery programs such as Edgenuity.		**Reviews**		
Strategy's Expected Result/Impact: Students regain credits for graduation in a timely manner		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	June	June
Strategy 4: Complete training modules by TMS, specifically in Cyber Safety.		**Reviews**		
Strategy's Expected Result/Impact: Faculty and staff will be able to recognize incidents of cyber attacks		**Formative**		**Summative**
Staff Responsible for Monitoring: TMS Principal	Nov	Feb	June	June

     0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: Sign-In-Sheets

Summative Evaluation: None

Strategy 1: Targeted professional development will be provided for teachers to integrate effective technology in the classroom, including Edmodo,, Smart boards, IPads, Google Classroom, and Promethean Boards	Reviews			
Strategy's Expected Result/Impact: Technology integrated into lessons	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Assistant Principal				

Strategy 2: Utilize CTS Specialist to conduct IPads and Google Classroom Staff training.	Reviews			
Strategy's Expected Result/Impact: Technically competent teachers	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June
Assistant Principal				
CTS Specialist				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Administrator	Michelle Verdun	Principal
Classroom Teacher	Cynthia Minor	Classroom Teacher
Classroom Teacher	Janie Rivera	Classroom Teacher
Classroom Teacher	Valerie Currie	Classroom Teacher
Administrator	Tommie Smith	PRS Administrator
Classroom Teacher	Jerry Shafer	Classroom Teacher

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle Verdun	Principal
Administrator	James Purifoy	Assistant Principal
Counselor	Georgia Lovell	Counselor
Administrator	Tommie Smith	PRS Administrator
AVID Coordinator	Ieka Willridge	AVID Coordinator
College & Career Specialist	Molly Flores	College & Career Specialist
Classroom Teacher	Cynthia Minor	Teacher
Classroom Teacher	Janie Rivera	Teacher
Classroom Teacher	Jerry Shafer	Teacher

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Kirk Calma	Classroom Teacher
Classroom Teacher	Jessica Mondesir	Classroom Teacher
Paraprofessional	Pamela Canales	Attendance Clerk
Administrator	Tommie Smith	PRS Administrator
Administrator	Michelle Verdun	Principal
Administrator	James Purifoy	Assistant Principal

Student Achievement Committee

Committee Role	Name	Position
Administrator	James Purifoy	Assistant Principal
Counselor	Georgia Lovell	Counselor
Classroom Teacher	Jerry Shafer	Classroom Teacher
Classroom Teacher	Priscilla Branch	Teacher
Classroom Teacher	Jennifer Kovalcik	Teacher
Classroom Teacher	Dale Heckman	Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Classroom Teacher	Janie River	Classroom Teacher
Classroom Teacher	Valerie Currie	Classroom Teacher
Administrator	Michelle Verdun	Principal
Teacher	Mallory Clingan	Teacher
Classroom Teacher	Sharon Vojacek	Teacher
Classroom Teacher	Cynthia Minor	Teacher

Campus Funding Summary

			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	All staff and program support costs for campus	SCE AEP Funds	$2,000,000.00
				Sub-Total	$2,000,000.00
				Grand Total	$2,000,000.00

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