Goose Creek Consolidated Independent School District

Peter E. Hyland Center

2018-2019 Campus Improvement Plan

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 232 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 19.7% African-American, 18.2% Anglo, 0.0% Asian, 61.4% Hispanic, 0.8% American Indian, 35% male and 65% female with a low socioeconomic status of 61.4%. The staff population is 9.3% African-American, 72.1% Anglo, 0% Asian,4.7% American Indian, 9.3% Hispanic, 38.2% male and 61.8% female with an average of 13.5 years of experience. 100% are Highly Qualified teachers and 100% are Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 93%, with a drop-out rate of 2.7%. The average daily attendance rate for students is 79.8%. The average daily attendance rate for staff is 90%. There is a total of 96 discipline referrals this year, which is a decrease of 43% from last year.

Peter E. Hyland serves 14 English Language Learner students, 0 students in the Gifted and Talented program (0% males, 0% females, and 0% LEP), 25 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. 75.5% passed all EOC.

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 85% of Peter Hyland students are at risk. Peter Hyland has a higher number of students identified as either Economically Disadvantaged or At-Risk. 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

Student Academic Achievement

Student Academic Achievement Summary

Based on student data, it is evident that student achievement has improved over the last three years. EOC scores in Biology, Algebra 1, and History continue to increase. Additionally, English 1 and 2 scores increased this year.

Student Academic Achievement Strengths

- Parent contacts by teachers increased
- High rate of graduation
- Campus wide readiness test
- US History and Biology EOC STAAR scores had high passing rates
- Night School option
- Smaller class sizes for individualized instruction
- Writing initiative in all subjects
- TSI testing increased
- Flexible school day
- Increase in dual credit course offerings

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English 1 and 2 EOC STAAR scores need improvement. **Root Cause**: Factors including poor attendance, high underserved population, low language support, and ESL staffing needs on campus as well as a high percentage of low social-economic and at-risk students significantly impact academic success on state assessments.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

Professional Learning Communities and the development of common 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.

School Context and Organization:

Formative assessments, Benchmarks, previous EOC scores provide teachers with data to monitor and evaluate student progress. PHC's ongoing enrollment needs to be aligned with campus goals and academic needs. Last minute enrollment of students in danger of not graduating, lack of success at other campuses, high number of re-testers, and high rate of mental challenges.

Staff Quality:

Based on student performance, it is evident that teacher quality continues to improve. Professional development has contributed to students' and teachers' success.

Technology:

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.

School Processes & Programs Strengths

Curriculum and Instruction:

- PLCs
- Teachers who are highly qualified in their content areas
- Tutorials in Edgenuity
- Instructional packets
- Credit recovery
- Various methods to earn credit
- CBA's

- Campus-wide writing initiative
- Technology in the classroom
- Mentor program
- Additional counselor to concentrate on PRS
- Contracted counselor
- 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

School Context and Organization:

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PHC needs more support for English 1 and 2 test preparation. **Root Cause**: There are a number of factors that impact success including low attendance, test anxiety, struggling readers, social promotion, learning gaps from early years, language barriers, repeated test failures, and changes in state assessments.

Problem Statement 2: PHC teachers need multiple certifications. **Root Cause**: PHC is a small specialized campus with endorsement needs, lack of course options, teachers need to be certified in more than one area, and the need for teachers to be ESL certified.

Problem Statement 3: PHC needs the ability to restrict access to the world wide web while Edgenuity classes are being completed. **Root Cause**: Students' abilities to find Edgenuity answers on the web, no requirements to show work on multiple choice items, and the inability to block unwanted and distracting sites.

Perceptions

Perceptions Summary

School Culture and Climate:

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. PHC students tend to be sheltered, reluctant and unmotivated. Home environment, previous school experiences, lack of positive role models and relationships, lack of exposure to the real world, low self-esteem, lack of discipline, unaddressed mental health issues, lack of structure, and poor academic skills.

Parent and Family Engagement:

Peter E. Hyland Center offers many different school-family engagement events per year. In addition, different types of services, such as Back-Pack Buddy from the Houston Food Bank, PRS services, Communities in School and Social Worker are available to support Peter Hyland families and students. PHC has a lack of parental involvement and marketing community resources. Incorrect contact information, language barrier, unaware of community resources, transportation, working and schedule conflicts, and unstable home environment.

Perceptions Strengths

School Culture and Climate:

- Smaller campus
- Student recognitions weekly and Friday graduation
- Diverse ethnic environment on campus
- Every student was involved in extra-curricular activities
- All students feel welcome to join groups on campus
- Students feel safe and more involved at PHC
- High support from teachers, counseling staff, CIS, CCR
- Large amount of field trips that expose students to career and real life experience
- Friendliness and great communication
- Self-paced coursework and ability to complete courses faster
- Connection with teachers and the support that they give for students to push to graduate
- Teachers do not give up on students
- Less stressful atmosphere than at a traditional school
- Technology friendly

- Childcare
- Freedom from traditional norms
- Celebrate and acknowledge post secondary plans

Parent and Family Engagement:

- Partners in education
- Parent-student orientation
- Reach out to dropouts
- Education Foundation
- Student Childcare services
- Lee College Day
- Open House
- Student recognition celebrations (weekly)
- Parenting education through community involvement
- Parent fair

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement 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
- 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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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 Source(s) 1: STAAR/EOC results, Data Reports, Eduphoria, STAAR ELL progress measure data, TELPAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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	Improve state test scores			
2) Analyze students' assessments and review findings with students.	Principal Assistant Principal Counselor Teachers	Improve state test scores			
3) Develop departmental focus and strategies to achieve the state passing standard or better on EOC	Principal Assistant Principal Teachers	Improve state test scores			
4) Schedule students who are at risk of failing into EOC classes or tutorials.	Principal Assistant Principal Counselor	Improve state test scores			
5) Implement writing and grammar practice in all subject areas.	Principal Assistant Principal	Improve state test scores and writing skills			
6) Hold PLC and faculty meetings to discuss curriculum strategies and student progress.	Principal Assistant Principal Teachers	Increase test scores and graduation rates			
7) Provide Edgenuity, Accelerated-pace study, and placement test, for credit recovery and original credit.	Principal Assistant Principal Teachers	Decrease students risk of dropping out due to credit deficiency Increase graduation rates			
8) Implement technology in lessons to enhance academic achievement, college and career readiness.	Principal Assistant Principal Teachers	Increase student engagement and technology skills			

9) Implement modifications necessary to master EOC objectives as specified in students' IEP.	Principal Assistant Principal Teachers	Improve state test scores			
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 2018 Federal accountability system.	ELA Teachers Special Ed. Teachers Regular Ed. Teachers Principal Assistant Principal	Improve state testing scores, reading and writing skills			
11) Monitor the progress of ELs through formative and summative assessments to inform instruction and increase performance on the 2018 Federal accountability system.	Principal Assistant Principal Teachers	Increase STARR ELL progress measure			
12) Solicit support from the District Language Arts Department for planning during PLC and Faculty meetings.	Principal Assistant Principal ELA Teachers	Improve writing scores			
13) Solicit support from the ESL Specialist to provide remediation for ELs.	Principal Assistant Principal ESL Dept.	Improve state testing scores Improve reading and writing skills			
14) Require English I and English II Teachers to shadow or observe other effective English teachers on other campuses.	Principal Assistant Principal Teachers	Improve and learn new teaching strategies Improve state test scores			
✔ = 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, career and military readiness for all students and improve college awareness for students and parents.

      Evaluation Data Source(s) 2: College Night, Apply Texas, TSI Scores, Pre ACT scores, ACT scores

      Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Meet with each student for goal setting and post-secondary planning	Counselor CCR	Increase the number of students enrolling in college and technical schools			
2) Students will receive lessons during the advisory period which will inform students and prepare students for college and career readiness and military	Teachers Principal Counselor Communities In School CCR AVID campus coordinator	Increase the number of students enrolling in college and technical schools			
3) Students will apply for college through Apply Texas as part of their intake process	Counselor CCR Counselor AVID campus coordinator	100% of students completing Apply Texas for college entrance			
4) College awareness activities will be held each semester for students and parents to stress academics and preparedness for college	Counselor Communities In School CCR counselor	Inform students regarding information needed to apply to colleges and universities			
5) Students will participate in college week and GCCISD College Night	Principal Counselor CCR Counselor Communities In School	Inform students regarding information needed to apply to colleges and universities			
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 CCR Counselor AVID campus coordinator	Students will gain knowledge of a variety of colleges			
7) Students will participate in Career and Technology Fair (CTE) so that students will be able to explore opportunities available through CTE	Principal Counselor CCR Counselor PRS coordinator	Students will broaden their horizons as to the available career opportunities			

8) Offer dual credit classes to students.	Principal Counselor CCR Counselor AVID Campus Coordinator	Increase the number of students enrolled in college classes			
9) Schedule the PSAT,ACT, TSI, ASVAB, and Pre ACT testing.	Counselor CCR	Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test			
10) Host a Reality Fair on the Peter Hyland Campus	Counselor Communities In School CCR Counselor PRS Coordinator	Expose students to real life decision making concerning income and expenditures			
11) Celebrate and acknowledge post-secondary plans	CCR Counselor Counselor	Support transitional plans with college partnerships			
12) Implement focused note taking within AVID elective classes, AVID site team members classes and Edgenuity classes	AVID site coordinator District coordinator AVID site team members CCR Principal Teachers Asst. Principal	Expose students to Cornell and focused note taking Improve test scores on Edgenuity quizzes			

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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 Source(s) 1: Classroom observations, Progress Reports, Report Cards, Course Completions
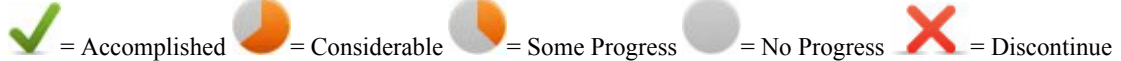
    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Administrators will conduct 5 observations a week	Principal Assistant Principal	Improve student teaching and engagement			
2) Administrators, counselor, and teachers will meet to discuss academic progress and concerns twice a month	Principal Assistant Principal	Increase graduation rate and student success			
3) Administrators, counselor, and teachers will meet with struggling students and their parents to identify wrap around services in an action plan	Principal Assistant Principal Counselor Teachers	Increase graduation rate and student success			
4) Teachers will set target dates for completion of self-paced courses	Principal Assistant Principal Teachers	Increase the rate of students graduation on time			
5) Progress reports will be issued to every student every 3 weeks	Principal Assistant Principal Teachers	Increase student awareness of academic progress			
6) Counselors will conduct observations to support students	Counselor CCR Counselor PRS Coordinator	Improve student success			
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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 Source(s) 2: Course syllabus, Classroom observations, Course Completions

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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	Teachers will gain knowledge that will increase progress for individual students success			
2) Core subject teams will meet with traditional high school core subject teams to discuss curriculum strategies.	Principal Assistant Principal Teachers	Teachers will gain strategies to increase student success			
3) Offer ESL certification training for teachers that are not currently certified.	Principal Assistant Principal ESL Dept.	Increase graduation rates for ELs Improve state test scores			
4) Solicit Central Office support for English I and English II teachers.	Principal Assistant Principal Language Arts Coordinator	Improvement of writing and reading 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 3: Peter Hyland will implement a structure that will assist students in passing EOC Exams.

Evaluation Data Source(s) 3: STAAR, EOC Data, Benchmarks
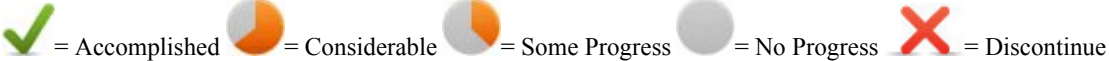
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Based on Benchmark and EOC scores, students that are at risk of failing will be scheduled in EOC classes.	Principal Assistant Principal Teachers Counselor	Improve number of students passing EOC test			
2) Continue to implement a tutorial program for students who are at risk of failing course work and the EOC exams	Principal Assistant Principal	Improve number of students passing EOC test			
3) Allow students to take advantage of the EOC tutorials in Edgenuity.	Principal Assistant Principal Teacher	Improve number of students passing EOC test			
4) Incorporate a school wide writing plan for all subjects.	Principal Assistant Principal Teachers	Increase number of students passing English I and II			
5) Increase test preparation for ESL students.	Principal ESL Dept. ESL Coordinator ELA Teachers	Increase the number of ELL students passing STAAR/EOC test			
✔ = Accomplished ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue					

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

    Evaluation Data Source(s) 1: Course completions, Credit recovery data, Night School, Optional Flexible Day School

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Participate in the annual dropout walk to recover students who have not returned to school by the fall snapshot date	Principal Attendance Clerk Volunteers Admin Social Worker	Reduce dropout rate Recover potential dropouts			
2) Provide opportunities for students to complete traditional and accelerated coursework through PHC Day and Night School	Principal Assistant Principal Counselor Teachers	Reduce dropout rate Recover potential dropouts			
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	Reduce dropout rate Recover potential dropouts and increase attendance rate			
4) Provide opportunities for 5th year seniors to graduate who didn't graduate with cohort	Principal Assistant Principal Counselor	Reduce dropout rate Increase graduation rates			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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.

   Evaluation Data Source(s) 2: Seat time, Attendance Contracts, Course completions

   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide opportunities for students with excessive absences to recover attendance	Principal Assistant Principal Attendance Clerk Counselor Social Worker	Reduce loss of credits Increase graduation rate			
2) Publicize the procedures for applying, evaluating, and granting extenuating circumstances.	Principal Assistant Principal Counselor Social Worker Attendance Clerk	Reduce loss of credits Increase graduation rate.			
3) Require student/ parent conferences before court referrals and sign attendance contract	Principal Assistant Principal Social Worker Attendance Clerk	Improve attendance			
4) Conduct home visits of students who have excessive absences	Principal Assistant Principal Counselor Social Worker Attendance Clerk CIS	Improve attendance			
5) Conduct ongoing parent conferences to address student issues and attendance.	Principal Assistant Principal CIS Social Worker Attendance Clerk Counselor	Improve attendance			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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 students enrolled in school, including teen parents

    Evaluation Data Source(s) 3: PEIMS, attendance loss, PRS

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide on-site childcare for teen parents enrolled at PHC, GCM, REL, RSS, IMPACT, SCC	Principal Childcare Director PRS PEP Clerk PRS Coordinator	Increase graduation rates of teen parents			
2) Enroll students into the Student-Parenting Program	PRS PEP Clerk PRS Coordinator	Promote healthy families and appropriate choices			
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	Ensure and continue instruction for academic success			
4) Provide transportation for students and students' babies to Peter Hyland Center	Childcare Director Principal PRS Coordinator PRS PEP Clerk	Ensure regular attendance of teen parents			
5) Provide monthly meetings with all pregnant students at RSS, REL, GCM, Peter Hyland, IMPACT, SCC	PRS Coordinator PRS PEP Clerk	Ensure teen parent support and provide resources			
6) Provide at-risk families with literature and examples that promote healthy choices, community resources, and educational attainment.	PRS Coordinator PRS PEP Clerk	Accommodate the growth of young families in an educational environment			
7) Host Community/Family Resource Fair	PRS Coordinator CIS Social Worker Principal Teachers Assistant Principal	Provide families resources that help with daily healthy living			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = 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 Source(s) 1: Documentation of discipline incidents in Review 360

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Initiate a teacher/student mentoring program to support social, emotional, and academic needs.	Principal Assistant Principal Teachers Counselor Social Worker	Reduce discipline referrals.			
2) All faculty and staff members will monitor the building during the school day with assigned duty	Principal Assistant Principal Teachers	Ensure a safe school climate			
3) Utilize the canine detection to curtail drug use	Principal Assistant Principal	Ensure a safe and drug free school			
4) Utilize the counselor, CIS worker, and social worker to counsel students with discipline problems.	Principal Assistant Principal Counselor CIS Social Worker	Reduce discipline referrals			
5) Monitor the campus discipline data.	Principal Assistant Principal Teacher	Decrease in the number of discipline referrals			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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 Source(s) 2: Documentation of fire drills and campus crisis training and drills

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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 Nurse	Faculty and staff will be able to respond to emergency situations			
2) Utilize the student support team to assist in campus crisis	Principal Assistant Principal Counselor CIS Social Worker Nurse	Faculty and staff will be able to respond to emergency situations and students experiencing crisis will be supported			
✓ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✗ = 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 Source(s) 3: Documentations in Eduphoria, TEAMS, and 360

Summative Evaluation 3:

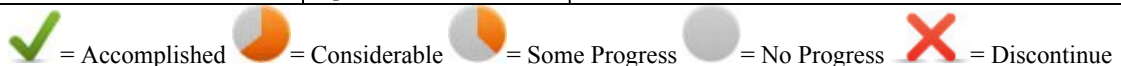| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Training modules in Eduphoria	Principal Assistant Principal Social Worker Teachers Counselor	Faculty and staff will be able to recognize and respond to incidents of bullying			
2) Provide student assembly supporting anti-bullying activities.	Principal Assistant Principal Social Worker Communities In School	Decrease in bullying incidents			
3) Establish an anti-bullying committee to review bullying incidents	Principal Assistant Principal Social Worker Communities In School Counselor	Appropriate investigation of allegations and assurance of student safety			
4) Implement mental health support groups	Social Worker	Help increase students coping skills			
5) Provide mental health resources	Social Worker	Increase awareness of mental health resources on campus			
6) Provide assembly and resources for students concerning dating violence	Social Worker	Reduce dating violence among students			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = 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 Source(s) 4: Weekly graduation celebrations, campus organizations

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will receive awards and field trips for course completions, student of the week, attendance and graduation recognition	Principal Assistant Principal Teachers Counselor Communities In School	Students will earn credits at a faster pace, better attendance, and graduate in a timely manner			
2) Display of graduate photos and college attending including front office slide show	Principal Teachers Assistant Principal Registrar Library and Media Specialist	Recognition of graduates			
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	Increase opportunity for student leadership and opportunities for student to engage in activities outside of academics			
4) Provide support to students with barriers that hinder academic success and create emotional and social issues	Principal Assistant Principal Social Worker Counselor Communities In School Depelchin Counselor	Ensure a healthy environment for student success			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

    Evaluation Data Source(s) 1: Teacher documentation, classroom rosters

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early from pool of teachers that meet state certification and licensing requirements in academic subject areas.	Principal Assistant Principal	Hire highly effective staff			
2) Assure all assignments and re-assignments are filled with teachers that meet state certification and licensing requirements	Principal Assistant Principal	Students will be instructed by appropriate certified teachers			
3) Evaluate Campus Teacher Induction Program/ Mentor-ship and make changes to improve the program efforts to retain teachers	Principal Assistant Principal	Decrease teacher turnover rate			
✔ = Accomplished ◑ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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 highly effective professional development each year

    Evaluation Data Source(s) 2: T-TESS documentation, Certificates of Completion

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Assess the staff development needs of those teachers not meeting state certifications and licensing requirements	Principal Assistant Principal	Effective instruction by non-certified teachers while pursuing the appropriate certification			
2) Provide ongoing staff development focusing on effective classroom instruction	Principal Assistant Principal	Highly effective instruction for students			
3) Offer ESL training to help prepare teachers for the ESL certification test.	Principal ESL Dept.	Increase the number of ESL certified teachers Increase state scores of ELs Increase graduation rate of ELs			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

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

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

    Evaluation Data Source(s) 3: SBEC, Teacher Documentation

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Select only teachers that meet state certification and licensing from the applicant pool.	Principal Assistant Principal	Effective instruction by highly effective teachers			
2) Implement an intervention plan for all non highly effective teachers	Principal Assistant Principal	Non-highly effective teachers become highly effective			
3) Ensure campus personnel decision makers are available during peak recruiting / hiring times	Principal Assistant Principal	Recruit and hire highly effective teachers			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Source(s) 1: Sigh-In-Sheets

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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	Communication of procedures, expectations, and goals of Peter Hyland			
2) Discuss students graduation plan upon admission to Peter Hyland Center	Principal Assistant Principal Counselor College & Career Specialist	Students and parents awareness of academic needs and requirements for graduation			
3) Utilize school messenger to inform parents and students of Peter Hyland activities and events.	Assistant Principal	Keep students and parents informed of Peter Hyland activities			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = 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 Source(s) 2: Open House, school website, Parent/Teacher Conference

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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	Strong relationships between parents and the school			
2) Conduct Open House and Texas Public School Week opportunities for parents to visit the Peter Hyland Center.	Principal	Increase parent engagement			
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	Increase parent engagement			
4) Written notification will be sent to parents addressing the following information; grading reports, campus data, testing dates, and academic support for students	Principal	Keep parents informed of student academics			
5) Peter Hyland Center and Earthman's Funeral Home will partner together to support Peter Hyland students and faculty	Principal PIE Representative	Strong relationships between PIE and Peter Hyland which promotes attendance and academic success			
6) Provide crisis and community intervention awareness through Communities in School (CIS) counselors	Principal Communities In School	Support students throughout challenges that would impede academic success			
7) Host annual Community Family Night	Principal Assistant Principal CIS Social Worker Counselor CCR Counselor	Inform parents and students outside community and social services			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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.

Evaluation Data Source(s) 1: Classroom observations, Course Completions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology into their lessons including Smart phones, IPADS, Smart-boards, E-Instruction, Brain pops and Promethean Boards.	Principal Assistant Principal	Increase student engagement and achievement			
2) Students will have access to computer labs for college surveys, online applications, and scholarships.	Principal Assistant Principal Counselor	Students begin to plan for post secondary studies			
3) Students will use technology to access credit recovery programs such as Edgenuity	Principal Assistant Principal	Students regain credits for graduation in a timely manner			
✔ = 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 integration throughout the school year.

    Evaluation Data Source(s) 2: Sign-In-Sheets

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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, IPads and Promethean Boards	Principal Assistant Principal	Technology integrated into lessons			
2) Utilize CTS Specialist to conduct IPads and Staff training	Principal Assistant Principal CTS Specialist	Technically competent teachers			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Michelle Verdun	Principal
Classroom Teacher	Cynthia Minor	Math Teacher
Classroom Teacher	Janie Rivera	Science Teacher
Classroom Teacher	Valerie Currie	Child Development
Counselor	Tommie Smith	PRS Counselor

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle Verdun	Principal
Administrator	James Purifoy	Asst. Principal
Counselor	Georgia Lovell	Counselor
Counselor	Tommie Smith	Counselor
AVID Coordinator	Travita Godfrey	AVID Coordinator
College & Career Specialist	Molly Ann Flores	College & Career Specialist