

# **Goose Creek Consolidated Independent School District**

## **Peter E. Hyland Center**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

# Mission Statement

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

## Vision

“Success for All”

Where students experience a Life-Changing Education

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Peter E. Hyland is one of 26 campuses in Goose Creek Independent School District. Peter. E. Hyland opened its doors in 1980 and serves predominantly at risk students. Peter E. Hyland serves 251 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 12.4% African-American, 21.7% Anglo, 0.8% Asian, 62.8% Hispanic, 40% male and 60% female with a low socioeconomic status of 61.2%. The staff population is 13% African-American, 64.6% Anglo, 0% Asian, 13.6% Hispanic, 32.6% male and 67.4% female with an average of 10.8 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 87.6%, with a drop-out rate of 1.7%. The average daily attendance rate for students is 82.6%. The average daily attendance rate for staff is 90%. There is a total of 67 discipline referrals this year, which is a decrease of 31% from last year.

Peter E. Hyland serves 13 English Language Learner students, 0 students in the Gifted and Talented program (0% males, 0% females, and 0% LEP), 30 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, STARR EOC Reports, CBA's and Discipline Reports. 78.6% 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 than the state. Student attendance is below the required percentage. 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 student's 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 Achievement

### Student 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 continues to increase while English 1 and 2 scores decreased.

### Student Achievement Strengths

- Parent contacts by teachers increased
- High rate of graduation
- Campus wide readiness test
- US History and Biology EOC STARR scores had high passing rates
- Night School option
- Smaller class sizes for individualized instruction
- Writing initiative in all subjects
- College dual credit-implemented college dual credit course opportunities
- TSI testing increased

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English 1 and 2 EOC STARR scores need improvement through additional support **Root Cause:** Poor attendance, high Hispanic population, low language support, only one certified ESL teacher on campus, high percentage of low social-economic and at risk students, increase of special education students

## **School Culture and Climate**

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

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

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

- Smaller campus
- Student recognitions weekly and Friday graduation
- Diverse ethnic environment on campus
- Every student was involved in extra-curricular activities
- All students felt welcome to join groups on campus
- Students feel safe and involved here
- High support from teachers and counseling staff
- Large amount of field trips that expose students to career and real life experience

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

### Staff Quality, Recruitment, and Retention Strengths

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

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** PHC teachers need multiple certifications **Root Cause:** Small specialized campus, endorsement needs, lack of course options, teachers need to be certified in more than one area, need teachers to be ESL certified

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

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.

### Curriculum, Instruction, and Assessment Strengths

- PLC's
- Teachers who are highly qualified in their content areas
- Tutorials in Edgenuity
- Instructional packets
- Credit recovery
- Various methods to earn credit
- CBA's
- ABYDOS training and campus-wide writing initiative
- Technology in the classroom
- Mentor program
- Additional counselor to concentrate on PRS
- Contracted counselor
- Students can work one on one with teacher, in groups or individual

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** PHC needs more support for English 1 and 2 test preparation **Root Cause:** Low attendance, test anxiety, struggling readers, social promotion, learning gaps from early years, language barriers, repeated test failures, changes in state assessments

## **Family and Community Involvement**

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

Peter E. Hyland Center offers many different school-family engagement events per year. In addition, different types of services, such as Back-Pack Buddy from the Houston Food Bank, PRS services, Communities in School workers 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, unstable home environment.

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

- 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

## **School Context and Organization**

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

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, high rate of mental challenges.

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

- 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

# Technology

## Technology Summary

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

## Technology Strengths

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

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** PHC needs more desk top computers, more teacher training, and a full time CTS **Root Cause:** Ongoing technology issues, student and teacher everyday use requires everyday maintenance and upkeep, not enough desktops for student use unaware of current technology trends, Apple TV's are MIA, unable to monitor student computer use, poor blocking of unwanted and distracting sites.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

- Action research results

# 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 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			
	Problem Statements: Student Achievement 1				
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 Egenuity, 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 English I and English II students to achieve satisfactory performance on the 2017 Federal accountability.	ELA Teachers, Special Ed. Teachers, Regular Ed. Teachers, Principal, Assistant Principal	Improve state testing scores, reading and writing skills			
11) Monitor the progress of ELL's	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 work with ELL's.	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					

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> English 1 and 2 EOC STARR scores need improvement through additional support <b>Root Cause 1:</b> Poor attendance, high Hispanic population, low language support, only one certified ESL teacher on campus, high percentage of low social-economic and at risk students, increase of special education students

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

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

**Evaluation Data Source(s) 2:** College Night, Apply Texas, TSI Scores, PLAN Test scores, SAT 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	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	Teachers, Principal, Counselor, Communities In School	Increase the number of students enrolling in college and technical schools.			
3) Student will apply for college through Apply Texas as part of their senior English class.	Teachers, Counselor, CC Counselor	100% of students completing Apply Texas for college entrance.			
4) College track seminars will be held each semester for students and parents to stress academics and preparedness for college	Counselor, Communities In School	Inform students regarding information needed to apply to colleges and universities.			
5) Students will participate in college week and GCCISD College Night	Principal, Counselor, CC 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	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	Students will broaden their horizons as to the available career opportunities .			
8) Offer college credit classes to students.	Principal, Counselor	Increase the number of students enrolled in college classes.			
9) Schedule the PSAT,SAT,ACT, TSI and ASVAB testing.	Counselor, College & Career Specialist	Increase number of students taking the PSAT, SAT, ACT, TSI, and ASVAB test.			
10) Host a Reality Fair on the Peter Hyland Campus	Counselor, Communities In School	Expose students to real life decision making concerning income and expenditures.			
					

**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 develop and initiate 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.			
					

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

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

**Evaluation Data Source(s) 2:** Course syllabus, Classroom observations, Course Completions

**Summative Evaluation 2:**

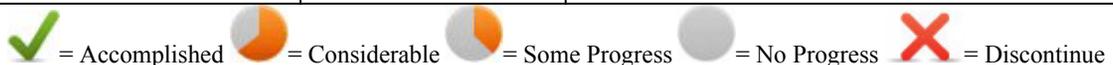
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Core subject teams will meet bi-weekly to discuss strategies for individual students to complete course work and plan lessons	Principal, Assistant Principal, Teachers	Teachers will gain knowledge that 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 all teachers.	Principal, Assistant Principal, ESL Dept.	Increase graduation rates for ELL's. 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:** STARR, 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	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 STARR/EOC test.			
					

**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 return 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.			
					

**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) Students will be required to stay 2 days a week/4 hours a day to make up an absence	Principal, Assistant Principal, Attendance Clerk, Counselor, Social Worker	Reduce loss of credits and increase graduation rate.			
Problem Statements: Curriculum, Instruction, and Assessment 1					
2) Publicize the procedures for applying, evaluating, and granting extenuating circumstances.	Principal, Assistant Principal, Counselor, Social Worker, Attendance Clerk	Reduce loss of credits and increase graduation rate.			
3) Require student/ parent conferences before court referrals and sign contract	Principal, Assistant Principal, Social Worker	Improve attendance			
4) Conduct home visits of students who have excessive absences	Principal, Assistant Principal, Counselor, Social Worker, Attendance Clerk	Improve attendance			
5) Conduct ongoing parent conferences to address student issues and attendance.	Principal, Assistant Principal, CIS, Social Worker and Attendance Clerk	Improve attendance			
					

**Performance Objective 2 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** PHC needs more support for English 1 and 2 test preparation **Root Cause 1:** Low attendance, test anxiety, struggling readers, social promotion, learning gaps from early years, language barriers, repeated test failures, changes in state assessments

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

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

**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	Principal, Childcare Director	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	Insure and continue instruction for academic success.			
4) Provide transportation for students and students' babies to Peter Hyland Center	Childcare Director, Principal	Insure regular attendance of teen parents.			
5) Provide monthly meetings with all pregnant students at RSS, REL, GCM and Peter Hyland	PRS Coordinator PRS PEP Clerk	Insure 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.			
					

**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, and Counselor	Reduce discipline referrals.			
2) All faculty and staff members will monitor the building during the school day with assigned duty	Principal, Assistant Principal, Teachers	Insure a safe school climate.			
3) Utilize the canine detection to curtail drug use	Principal, Assistant Principal	Insure a safe and drug free school.			
4) Utilize the counselor and CIS worker to counsel students with discipline problems.	Principal, Assistant Principal, Counselor, CIS	Reduce discipline referrals.			
5) Monitor the campus discipline data.	Principal, Assistant Principal, Teacher	Decrease in the number of discipline referrals.			
					

**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	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 situation and students experiencing crisis will be supported.			

**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

**Evaluation Data Source(s) 3:** Documentations in Eduphoria, TEAMS, and 360

**Summative Evaluation 3:**

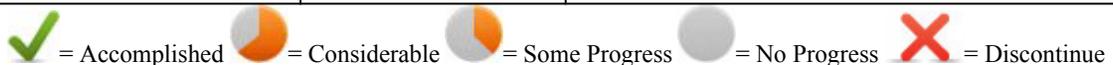
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Training modules in Eduphoria	Principal, Assistant Principal, Social Worker, Teachers, Counselor	Faculty and staff will be able to recognize and respond to incidents of bullying.			
2) Provide student assembly concerning bullying	Principal, Assistant Principal, Social Worker, Communities In School	Decrease in bullying incidents.			
3) Establish a bullying committee to review bullying incidents	Principal, Assistant Principal, Social Worker, Communities In School, Counselor	Appropriate investigation of allegations and assurance of student safety.			
					

**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 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 and front office slide show	Principal, Teachers, Assistant Principal, Registrar	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 student support to students with situations that hinder academic success and emotional and social issues	Principal, Assistant Principal, Social Worker, Counselor, Communities In School, Depelchin Counselor	Insure a healthy environment for student success.			
					

**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/ Mentorship and make changes to improve the program efforts to retain teachers	Principal, Assistant Principal	Decrease teacher turnover rate.			
					

**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 for 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 ELL's. Increase graduation rate of ELL's.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1				
					

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> PHC teachers need multiple certifications <b>Root Cause 1:</b> Small specialized campus, endorsement needs, lack of course options, teachers need to be certified in more than one area, need teachers to be ESL certified

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

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

**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 a highly effective teacher 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.			
					

**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	Assistant Principal	Keep students and parents informed of Peter Hyland activities.			
					

**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 Crespo/Jirrels Funeral Home will partnership 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) Organize a Fall and Spring parent night with community resources.	Principal, Assistant Principal, CIS, Social Worker, Counselor, CCR Counselor	Inform parents and students outside community and social services.			
					

**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, 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 Egenuity	Principal, Assistant Principal	Students regain credits for graduation in a timely manner.			
					

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

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

**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, IPAD Sand Promethean Boards	Principal, Assistant Principal	Technology integrated into lessons.			
Problem Statements: Technology 1					
2) Utilize CTS Specialist to conduct Staff training	Principal, Assistant Principal, CTS Specialist	Technically competent teachers.			
					

**Performance Objective 2 Problem Statements:**

Technology
<p><b>Problem Statement 1:</b> PHC needs more desk top computers, more teacher training, and a full time CTS <b>Root Cause 1:</b> Ongoing technology issues, student and teacher everyday use requires everyday maintenance and upkeep, not enough desktops for student use unaware of current technology trends, Apple TV's are MIA, unable to monitor student computer use, poor blocking of unwanted and distracting sites.</p>

## Demographics Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tommie Smith	PRS Administrator
Administrator	James Purifoy	Assistant Principal
Administrator	Michelle Verdun	Principal

# Student Achievement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Kirk Calma	Teacher
Classroom Teacher	Troy Flores	Teacher
Classroom Teacher	Janie Rivera	Teacher

# School Culture and Climate Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Kenneth Hentges	Teacher
Classroom Teacher	Sharon Vojacek	Teacher
Classroom Teacher	Eduardo Caicedo	Teacher

## Staff Quality, Recruitment, and Retention

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Michelle Verdun	Principal
Administrator	James Purifoy	Asst. Principal
Administrator	Tommie Smith	PRS Administrator

# Curriculum, Instruction and Assessment Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Heather Hentges	Teacher
Classroom Teacher	Glen Huey	Teacher
Classroom Teacher	Valerie Currie	Teacher

## Family and Community Involvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jennifer Kovalcik	Teacher
Classroom Teacher	Lindsey Shoemaker	Teacher
Classroom Teacher	Jessica Mondesir	Teacher

## Technology Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Brenda Holt	Teacher
Classroom Teacher	Dale Heckman	Teacher

## School Context and Organization Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Cynthia Minor	Teacher
Classroom Teacher	Cathy Slay	Teacher
Classroom Teacher	David Dyches	Teacher

## Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tommie Smith	PRS Administrator
Classroom Teacher	Valerie Currie	Teacher
Classroom Teacher	Heather Hentges	Teacher
Classroom Teacher	Jennifer Kovalcik	Teacher
Classroom Teacher	Janie Rivera	Teacher

# Addendums

**2017-2018 Campus Improvement Plan**

**Agenda 5/23-5-24**

**May 16 – Faculty Meeting**

**Assign Needs Assessment Committee**

**Assign Chairperson for each Committee**

**5/23**

**Review Needs Assessment Overview**

**Report Changes and Revisions from Committees**

**Review Action Plan**

**5/24**

**Discuss Action Plan**

**Problem Statements**

**Strategies**

**Results/Impact**

Peter Hyland Center  
Sign In Sheet

Date: 5/23  
5/24

<b>PROFESSIONALS</b>	
Michelle Verdun	
James Purifoy	
Elaine Thomas	
Irma Bundage	
Terri Sigers	
Jacqueline Jenkins	
Tommie Smith	<i>Tommie Smith</i>
Jennifer Kuhle	
<b>PHC TEACHERS</b>	
Eduardo Caicedo	
Kirk Calma	
Mallory Clingan	
Valerie Currie	<i>Valerie Currie</i>
David Dyches	
Troy Flores	
Dale Heckman	
Heather Hentges	<i>Heather Hentges</i>
Kenneth Hentges	
Brenda Holt	
Glen Huey	
Jennifer Kovalcik	<i>Jennifer Kovalcik</i>
Cynthia Minor	
Jessica Mondesir	
Janie Rivera	<i>Janie Rivera</i>
Lindsey Shoemaker	
Cathy Slay	
Sharon Vojacek	
Moley Monbelly	
<b>NEWCOMER ACADEMY 5</b>	
Dayna Hix	
Laura Lumpkin	
Emilee Morales	
Jorge Sarzosa	
Diana Torres	
<b>PARAPROFESSIONALS</b>	
Carolyn Washington	
Pamela Canales	
Palmira Chapa	
Jamie Denton	
Wendy Walker	
Casey Rodriquez	

*JS*

*VC*

*HH*

*JK*

*JR*