

# **Goose Creek Consolidated Independent School District**

## **Peter E. Hyland Center**

### **2021-2022 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

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 7
  - Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
  - 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. 16
  - Goal 2: Peter Hyland Center will provide a well-balanced and appropriate curriculum to all students 22
  - Goal 3: Peter Hyland Center, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma. 26
  - Goal 4: Peter Hyland Center will provide and maintain a safe, positive learning environment. 32
  - Goal 5: Peter Hyland Center will recruit, develop, and retain highly effective personnel. 39
  - Goal 6: Peter Hyland Center will establish and maintain parental and community partnerships in education to enhance student achievement. 42
  - Goal 7: Peter Hyland Center will provide the technology infrastructure and tools to maximize student achievement. 45
- Campus Funding Summary 47

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Peter E. Hyland Center (formally Alternative learning Program) was started in 1980 to meet the needs of students who had experienced little success in the traditional setting. The Peter E. Hyland Center has evolved from a program to a school status with an alternative accountability by the state. The program moved from the Kilgore Center to West Town Instructional Center in 1997 and is now housed at 1906 Decker Drive. PHC has expanded its school from the typical components of a traditional high school campus to some very unique aspects not found on a high school campus. the campus currently serves GCCISD students in grades 9-12.

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 Sophomores, Junior, Seniors and various ethnicity's. 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

The Peter E. Hyland Center 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.

What makes Peter E. Hyland Center unique are the following:

- Small classes
- Personalized and individualized instruction
- Relaxed and more personal atmosphere
- Flexible scheduling
- Teacher-directed instruction
- On-site childcare for teen parents
- Compensatory Education Home Instruction
- Credit recovery
- Credit by exam
- Guidance and support
- College and career counseling
- Optional Flexible School Day
- Night School
- Virtual and face to face classes
- Mentor program
- Student support team
- High graduation success rates
- Tutorials

- Low teacher turnover
- Positive student relations

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Peter E. Hyland Center administration and staff concur that attendance of our students is of upmost concern and could be better. **Root Cause:** The students who are enrolled at the Peter E. Hyland Center come from other campus facilities and for the most part have had attendance issues in the past.

# Student Learning

## Student Learning Summary

The desegregation of data from relevant student sources articulates that STAAR EOC passing rates declined due to circumstances surrounding COVID-19 such as extraordinarily high absentee rates, loss of instructional time and the use of remote instruction. While the Algebra 1, Biology and US History scores are expected to return to high passing rates when we return to normal instruction in 2021-2022 school year, improvement can still be garnered regarding English 1 and 2 passing rates.

English 1 and 2 scores:

For the December STAAR administration, 21% reached Approaches for English 1 and 17% for English 2. For the Spring STAAR administration, 37% reached Approaches for English 1 and 26% for English 2. The increases in the Spring were due to the additional instructional time and some students returning to face to face instruction.

We had 2197 course completions submitted which would be an average of about 11 courses completed per student.

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 than 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-through 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.
- Attendance Specialist made daily phone calls to students to express importance of daily attendance as well as hold students accountable.

## 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, web ex, Google classroom, ebooks, apps, Remind. 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
- 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
- Night School available for students who need the extra time
- STAAR focused tutorials available for EOC testers.

### 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
- Continuous technology 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 applications for communications with students
- Instruction adapted to virtual learning environment

# Perceptions

## Perceptions Summary

Peter Hyland is a campus driven by the goal of Success for All Learners. this goal is accomplished by our high graduation rate. PHC is a fast pace campus driven by the students desires to make up lost credits and complete courses. It is not a rigid traditional campus. It is a campus of fluency in both the classroom and counselors office resulting in constant rotation of students and graduation achievement throughout the year. PHC is a loving supporting small family atmosphere that has created strong bonds between staff members and students by positive friendly interaction and one on one individualize tutoring with students. PHC is a campus of respect that values all stake holders and therefore communicates often with parents and students concerning progress or the lack of progress.

## Student's Perception of PHC Campus Life

Students quite often inform teachers that they are enjoying being on our campus.

- Students appreciate the smaller one-on-one campus style and the individual help and attention that they receive
- Students state that they accomplish more academic work at PHC
- Students attest that they learn more at PHC compared to their home campus
- Students are more involved here at PHC then on their main campus
- Students love the campus support, and many tend to prolong their senior year to remain on campus.

## Parent Perception

Peter Hyland has created a line of communication to parents daily by:

- Calling and recording on our campus engagement sheet the content of parent contact.
- Frequent parent conferences.

Initially, parents are reluctant to receiving call for fear of negative academic or conduct reports. Eventually, they grow accustomed to the calls and receive us graciously. Parents do feel welcome because we communicate progress and praise reports often.

## Community Partnership

- Crespo Partners in Education
- Common Cents-Community Resource Credit Union
- Community in School
- DePelchin

## Summary

According to campus data, programs and activities, and student/staff surveys the perception of PHC is:

### The overall campus Environment is:

- quiet, peaceful and comfortable.
- safe
- small and
- socially engaged.

## **Ninety Percent of the Students are:**

- focused on their work and are driven to complete courses
- respectful for each other and have little conflict
- engaged in assignments completing academic courses at a much faster pace than they were at their traditional campus
- enjoying school and felt that they have a sense of belonging
- confident that the teachers care

## **The Teachers and Staff**

- care about each student's well being and go beyond the classroom to support students
- are willing to do whatever it takes to help students graduate. We get to know them individually and develop unofficial IEPs (Individual Educational Plans) for each student based on their learning styles
- develop positive rapport with all stakeholders
- value positive communication with all stakeholders
- value positive communication with all stakeholders and daily communicate with students one on one, parents and other members of the staff with student concerns and academic progress

## **Perceptions Strengths**

From the summary findings, it is evident that PHC strengths lie in three major areas:

First strength lies in our students and in their perception that PHC is their school of second chance. They believe that they can come to PHC, make up credits to achieve their graduation goal.

Second strength resides in our staff:

- Willingness to assist and support students in any and every way possible such as: referrals to mental health organizations, social services and CIS and buying holiday gift cards, grocery and baby diapers.
- Cooperative communication and collaboration as a team to share concerns and strategies to keep students on course to achieve their goals.

Third major strength of our campus is the flexibility and fluency of our program to allow students to move throughout coursework at their own pace. This is truly the marquee of this campus. It is a student driven environment. If students desire to work on one course at a time, they can do that. Our Alphabetical Grading System instead of a Cumulative Numerical grading system allows students to complete courses as they choose without the fear of failing some courses while they are working to complete others.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Student quite often come with a misconception that they will receive credits for course work with little academic effort. **Root Cause:** The students are misinformed.

# Priority Problem Statements

**Problem Statement 1:** English I and II STAAR/EOC scores still need some improvement.

**Root Cause 1:** 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 1 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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## 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
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

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










- Processes and procedures for teaching and learning, including program implementation
- Communications 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.






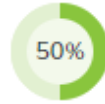



**Performance Objective 1:** 75% of all Peter Hyland students will achieve approaching or above grade level on all EOC state assessments.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Principal Counselor Teachers</p> <p><b>Funding Sources:</b> All staff and program support costs for campus - Coordination of Local and State Funds - SCE AEP Funds - \$2,000,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analyze students' assessments and review findings with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop departmental goals and strategies to achieve the state passing standard or better on EOC</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Schedule students who are at risk of failing into EOC classes or tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Hold PLC and faculty meetings to discuss curriculum strategies and student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase test scores and graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide Edgenuity, Accelerated-pace study, and placement test, for credit recovery and original credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease students' risk of dropping out due to credit deficiency Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement technology in lessons to enhance academic achievement for college, career, and military readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and technology skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implement modifications necessary to master EOC objectives as specified in students' IEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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 2021-2022 Federal accountability system.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state testing scores, reading and writing skills</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers Special Ed. Teachers Regular Ed. Teachers Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Monitor the progress of ELs through formative and summative assessments to inform instruction and increase performance on the 2020-2021 Federal accountability system.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR EL progress measure</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Solicit support from the District Language Arts Department for planning during PLC and Faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve writing scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ELA Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Solicit support from the ESL Specialist to provide remediation for ELs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state testing scores Improve reading and writing skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ESL Dept.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>




Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Implement district provided lessons targeting the re-testers. <b>Strategy's Expected Result/Impact:</b> Improve student success on STAAR <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			








**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Meet with each student for goal setting and post-secondary planning through out the year.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolling in college and technical schools  <b>Staff Responsible for Monitoring:</b> Counselor                      CCR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will receive lessons during the advisory period which will inform students and prepare students for college, career, and military readiness.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolling in college and technical schools  <b>Staff Responsible for Monitoring:</b> Teachers                      Principal                      Counselor                      Communities In School                      CCR                      AVID campus coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will apply for college through Apply Texas as part of their intake process  <b>Strategy's Expected Result/Impact:</b> 100% of students completing Apply Texas for college entrance  <b>Staff Responsible for Monitoring:</b> Counselor                      CCR Counselor                      AVID campus coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> College awareness activities will be held each semester for students and parents to stress academics and preparedness for college  <b>Strategy's Expected Result/Impact:</b> Inform students regarding information needed to apply to colleges and universities  <b>Staff Responsible for Monitoring:</b> Counselor                      Communities In School                      CCR counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>













Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will participate in college week and GCCISD College Night</p> <p><b>Strategy's Expected Result/Impact:</b> Inform students regarding information needed to apply to colleges and universities</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor CCR Counselor Communities In School</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Virtually tour selected college campuses to enable students to see options and potential possibilities for their post high school education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain knowledge of a variety of colleges</p> <p><b>Staff Responsible for Monitoring:</b> Principal Communities In School Counselor CCR Counselor AVID campus coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students will participate in Career and Technology Fair (CTE) so that students will be able to explore opportunities available through CTE within COVID guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will broaden their horizons as to the available career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor CCR Counselor PRS coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Offer dual credit classes to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolled in college classes</p> <p><b>Staff Responsible for Monitoring:</b> CCR Counselor Counselor AVID Campus Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Schedule PSAT, ACT, TSI, ASVAB testing within COVID guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test</p> <p><b>Staff Responsible for Monitoring:</b> Counselor/CCR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>











Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Host a Reality Fair on the Peter Hyland Campus. <b>Strategy's Expected Result/Impact:</b> Expose students to real life decision making concerning income and expenditures <b>Staff Responsible for Monitoring:</b> Counselor/CCR Counselor Communities In School PRS Coordinator	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Celebrate and acknowledge post-secondary plans. <b>Strategy's Expected Result/Impact:</b> Support transitional plans with college partnerships <b>Staff Responsible for Monitoring:</b> CCR Counselor Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Implement focused note taking within AVID elective classes, AVID site team members classes, and Edgenuity classes <b>Strategy's Expected Result/Impact:</b> Expose students to Cornell and focused note taking Improve test scores on Edgenuity quizzes <b>Staff Responsible for Monitoring:</b> AVID site coordinator District coordinator AVID site team members CCR Principal Teachers Asst. Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administrators will conduct 10 observations a week and schedule to discuss face to face walk-throughs.  <b>Strategy's Expected Result/Impact:</b> Improve student teaching and engagement  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators, counselor, and teachers will meet to discuss academic progress and concerns once a week.  <b>Strategy's Expected Result/Impact:</b> Increase graduation rate and student success  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Administrators, counselor, and teachers will meet with struggling students and their parents to identify wrap around services in an action plan.  <b>Strategy's Expected Result/Impact:</b> Increase graduation rate and student success  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will set target dates for completion of self-paced courses.  <b>Strategy's Expected Result/Impact:</b> Increase the rate of students graduation on time  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			














Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Progress reports will be issued to every student every 3 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness of academic progress</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Counselors will conduct observations to support students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student success</p> <p><b>Staff Responsible for Monitoring:</b> Counselor CCR Counselor PRS Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			



**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Core subject teams will meet bi-weekly to discuss strategies for individual students to complete course work and plan lessons.  <b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge that will increase progress for individual students success  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core subject teams will meet with traditional high school core subject teams to discuss curriculum strategies.  <b>Strategy's Expected Result/Impact:</b> Teachers will gain strategies to increase student success  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer ESL certification training for teachers that are not currently certified.  <b>Strategy's Expected Result/Impact:</b> Increase graduation rates for ELs                      Improve state test scores  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      ESL Dept.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Solicit Central Office specifically for instructional specialist support for English I and English II teachers.  <b>Strategy's Expected Result/Impact:</b> Improvement of writing and reading scores  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Language Arts Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Based on Benchmark and EOC scores, students that are at risk of failing will be scheduled in EOC classes.  <b>Strategy's Expected Result/Impact:</b> Improve number of students passing EOC test  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers                      Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to implement a tutorial program for students who are at risk of failing course work and the EOC exams.  <b>Strategy's Expected Result/Impact:</b> Improve number of students passing EOC test  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase test preparation for ESL students by providing a test prep camp led by a district ELA specialist.  <b>Strategy's Expected Result/Impact:</b> Test Prep Camp Conducted                      Increase in the number of EL students passing STAAR/EOC test  <b>Staff Responsible for Monitoring:</b> Principal                      ELA Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Peter Hyland Center, through enhanced dropout prevention efforts, will work to ensure that 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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Participate in the annual dropout walk to recover students who have not returned to school by the fall snapshot date.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce dropout rate Recover potential dropouts</p> <p><b>Staff Responsible for Monitoring:</b> Principal Attendance Clerk Volunteers Admin</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide opportunities for students to complete traditional and accelerated coursework through PHC Day and Night School.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce dropout rate Recover potential dropouts</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students identified as "at-risk" will be provided flexible scheduling to permit them to work during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce dropout rate Recover potential dropouts and increase attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Attendance Clerk</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			











Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for 5th year seniors to graduate who didn't graduate with cohort.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce dropout rate Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Peter Hyland Center, through enhanced dropout prevention efforts, will work to ensure that 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













Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for students with excessive absences to recover attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce loss of credits Increase graduation rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Attendance Clerk Counselor Attendance Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Publicize the procedures for applying, evaluating, and granting extenuating circumstances.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce loss of credits Increase graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Attendance Clerk Attendance Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Require student/ parent conferences before court referrals and sign attendance contract.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Attendance Clerk Attendance Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			











Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conduct home visits of students who have excessive absences. <b>Strategy's Expected Result/Impact:</b> Improve attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Attendance Clerk Attendance Specialist CIS	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Conduct ongoing parent conferences to address student issues and attendance. <b>Strategy's Expected Result/Impact:</b> Improve attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS Attendance Clerk Attendance Specialist Counselor Teachers	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Peter Hyland Center, through enhanced dropout prevention efforts, will work to ensure that 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide on-site childcare for teen parents enrolled at PHC, GCM, REL, RSS, IMPACT, and SCTHS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rates of teen parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Childcare Director PRS PEP Clerk PRS Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enroll students into the Student-Parenting Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote healthy families and appropriate choices</p> <p><b>Staff Responsible for Monitoring:</b> PRS PEP Clerk PRS Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide Compensatory Education Home Instruction as needed during pregnancy and for up to six weeks after the birth of the baby.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure and continue instruction for academic success</p> <p><b>Staff Responsible for Monitoring:</b> PRS Coordinator Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide transportation for students and students' babies to Peter Hyland Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure regular attendance of teen parents</p> <p><b>Staff Responsible for Monitoring:</b> Childcare Director Principal PRS Coordinator PRS PEP Clerk</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			










Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide monthly meetings with all pregnant students at RSS, REL, GCM, Peter Hyland, IMPACT, and SCTHS. <b>Strategy's Expected Result/Impact:</b> Ensure teen parent support and provide resources <b>Staff Responsible for Monitoring:</b> PRS Coordinator PRS PEP Clerk	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide at-risk families with literature and examples that promote healthy choices, community resources, and educational attainment. <b>Strategy's Expected Result/Impact:</b> Accommodate the growth of young families in an educational environment <b>Staff Responsible for Monitoring:</b> PRS Coordinator PRS PEP Clerk	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Host Community/Family Resource Fair. <b>Strategy's Expected Result/Impact:</b> Provide families resources that help with daily healthy living <b>Staff Responsible for Monitoring:</b> PRS Coordinator CIS Principal Teachers Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  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











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Initiate a teacher/student mentoring program to support social, emotional, and academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Train Staff in Mentoring Students Reduce discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All faculty and staff members will monitor the building during the school day with assigned duties.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure a safe school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize the canine detection to curtail drug use.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure a safe and drug free school</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize the counselor and CIS worker to assist students with discipline problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor CIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Monitor the campus discipline data to address areas of concern. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teacher	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 332 661 381">  No Progress </div> <div data-bbox="756 332 976 381">  Accomplished </div> <div data-bbox="1071 332 1333 381">  Continue/Modify </div> <div data-bbox="1428 332 1627 381">  Discontinue </div> </div>			

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

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




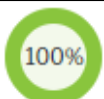


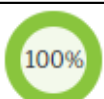
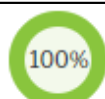
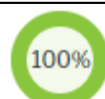
**Evaluation Data Sources:** Documentation of fire drills and campus crisis training and drills








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All faculty and staff members will be trained and receive a copy of the campus emergency plans.  <b>Strategy's Expected Result/Impact:</b> Faculty and staff will be able to respond to emergency situations  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Nurse</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the student support team to assist in campus crisis.  <b>Strategy's Expected Result/Impact:</b> Faculty and staff will be able to respond to emergency situations and students experiencing crisis will be supported  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      CIS                      Nurse</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Complete training modules in Eduphoria, specifically the area of bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will be able to recognize and respond to incidents of bullying</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide student assembly supporting anti-bullying activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Communities In School Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Establish an anti-bullying committee to review bullying incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate investigation of allegations and assurance of student safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Communities In School Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement mental health support groups per COVID guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Help increase students coping skills</p> <p><b>Staff Responsible for Monitoring:</b> Counselor DePelchin Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			








Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide mental health resources. <b>Strategy's Expected Result/Impact:</b> Increase awareness of mental health resources on campus <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide assembly and resources for students concerning dating violence. <b>Strategy's Expected Result/Impact:</b> Reduce dating violence among students <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Nov	Feb	June
 No Progress  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











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will receive awards and field trips for course completions, student of the week, attendance, and graduation recognition</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn credits at a faster pace, better attendance, and graduate in a timely manner</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Counselor Communities In School</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Display of graduate photos and college attending including front office slide show.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognition of graduates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Assistant Principal Registrar Library and Media Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, STEM Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunity for student leadership and opportunities for student to engage in activities outside of academics</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide support to students with barriers that hinder academic success and create emotional and social issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure a healthy environment for student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Communities In School DePelchin Counselor</p>	Formative		
	Nov	Feb	June
			
 No Progress  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











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend job fairs and recruit early from pool of teachers that meet state certification and licensing requirements in academic subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Hire highly effective staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Assure all assignments and re-assignments are filled with teachers that meet state certification and licensing requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be instructed by appropriate certified teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Evaluate Campus Teacher Induction Program/ Mentor-ship and make changes to improve the program efforts to retain teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease teacher turnover rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Assess the staff development needs of those teachers not meeting state certifications and licensing requirements. <b>Strategy's Expected Result/Impact:</b> Effective instruction by non-certified teachers while pursuing the appropriate certification <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide ongoing staff development focusing on effective classroom instruction. <b>Strategy's Expected Result/Impact:</b> Highly effective instruction for students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer ESL training to help prepare teachers for the ESL certification test. <b>Strategy's Expected Result/Impact:</b> Increase the number of ESL certified teachers Increase state scores of ELs Increase graduation rate of ELs <b>Staff Responsible for Monitoring:</b> Principal ESL Dept.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  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

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











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students/Parents must attend orientation meetings to enter Peter Hyland Center to communicate expectations and goals.  <b>Strategy's Expected Result/Impact:</b> Communication of procedures, expectations, and goals of Peter Hyland  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Discuss students graduation plan upon admission to Peter Hyland Center.  <b>Strategy's Expected Result/Impact:</b> Students and parents awareness of academic needs and requirements for graduation  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      College &amp; Career Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize school messenger to inform parents and students of Peter Hyland activities and events.  <b>Strategy's Expected Result/Impact:</b> Keep students and parents informed of Peter Hyland activities  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Registrar</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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














Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate communication between school and home through home visits, phone calls, parent conferences, newsletters and website.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong relationships between parents and the school</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers Communities In School</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Open House and Texas Public School Week opportunities for parents to visit the Peter Hyland Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Invite parents and students to various activities and events in order to encourage parents to participate in their student's high school education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Written notification will be sent to parents addressing the following information; grading reports, campus data, testing dates, and academic support for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep parents informed of student academics</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Peter Hyland Center and Earthman's Funeral Home will partner together to support Peter Hyland students and faculty.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong relationships between PIE and Peter Hyland which promotes attendance and academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal PIE Representative</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide crisis and community intervention awareness through Communities in School (CIS) case management.</p> <p><b>Strategy's Expected Result/Impact:</b> Support students experiencing difficult challenges that would impede academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Communities In School</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Host annual Community Family Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform parents and students outside community and social services</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS Counselor CCR Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will integrate technology into their lessons including Smart phones, IPADS, Smart-boards, Brain Pop, Promethean Boards, and Google classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will have access to computer labs for college surveys, online applications, and scholarships.</p> <p><b>Strategy's Expected Result/Impact:</b> Students begin to plan for post secondary studies</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor CCR Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will use technology to access credit recovery programs such as Edgenuity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students regain credits for graduation in a timely manner</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Complete training modules by TMS, specifically in Cyber Safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will be able to recognize incidents of cyber attacks</p> <p><b>Staff Responsible for Monitoring:</b> TMS Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted professional development will be provided for teachers to integrate effective technology in the classroom, including, Smart boards, iPads, Google Classroom, and Promethean Boards</p> <p><b>Strategy's Expected Result/Impact:</b> Technology integrated into lessons</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize CTS Specialist to conduct iPads and Google Classroom Staff training.</p> <p><b>Strategy's Expected Result/Impact:</b> Technically competent teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CTS Specialist</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 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
<b>Sub-Total</b>					\$2,000,000.00
<b>Grand Total</b>					\$2,000,000.00