

Goose Creek Consolidated Independent School District

Peter E. Hyland Center

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

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

Demographics

Demographics Summary

Peter E. Hyland Center (formally Alternative learning Program) was established in 1980 to meet the academic and social needs of at risk students in Goose Creek Consolidated Independent School District. Additionally, the campus is home to an accredited childcare center that supports teen parents. The campus is currently located at 1906 Decker in Baytown, Texas. The campus is designed to meet the needs of at risk students in grades 9-12. At the end of the 2021-2022 school year, Peter E. Hyland had 97 students enrolled. Our students are pursuing various graduation plans, completing their graduation requirements under the Foundation, Recommended and Distinguished plans.

Student Population Data

- Campus Average Enrollment 105
- Student Population 74.4% at-risk
- Economically Disadvantage 73.8%
- English Language Learners 8.5%

Staff Quality, Recruitment, and Retention

Peter E. Hyland is a unique campus with staff that is compassionate and trained to work with an accommodate at-risk students. Peter E. Hyland administrators select staff from a pool of GCCISD highly qualified applicants. The retention rate at Peter E. Hyland is average. Workshops, technology, and professional development provided by the district keep staff abreast of current opportunities for optimal use of available resources.

Teachers by Years of Experience:	Campus	District	State
• Beginning Teachers	5.8%	8.6%	6.7%
• 1-5 Years Experience	11.5%	27.8%	27.8%
• 6-10 Years Experience	1.9%	20.6%	20.3%
• 11-20 Years Experience	57.7%	29.9%	29.1%
• 21-30 Years of Experience	11.5%	10.5%	13.0%
• Over 30 Years of Experience	11.5	2.6%	3.1%

Demographics Strengths

The Peter E. Hyland Center provides 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
- 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
- Student support team
- Tutorials

Problem Statements Identifying Demographics Needs

Problem Statement 1: Peter E. Hyland Center attendance rate is below the state and district average. **Root Cause:** The students are struggling with social and emotional problems that are interfering with their education.

Problem Statement 2 (Prioritized): College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs is stagnated so careful analysis is needed to ensure that this is corrected. **Root Cause:** Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Student Learning

Student Learning Summary

State Accountability ratings are based on three performance indexes for AEA Campus:

- Domain 1: Student Achievement 84/B
- Domain 2: School Progress 82/B
- Domain 3: Closing the Gaps 62/D
- CCMR 33.3%
- Overall Rating: 77/C

In the area of State Accountability for Academic Performance Peter E. Hyland Center is faced with many challenges. Over the years, the population has performed below the district and state level. However, the at-risk students enrolled at Peter E. Hyland are faced with many challenges that may impair their ability to perform consistently at the state average. Current information indicate that the campus is struggling significantly in the area of English. For the 2021-2022 school year the performance rate for English I indicate that only 17% of the students were successful on the EOC. The 17% rate is a significant decrease from last year where the campus had a 42% passing rate. For the English II EOC the campus had a passing rate of 33% which was an increase from 23% from the previous year. For Algebra I the campus scored a passing rate of 50% which was a significant decrease from the previous year in which 83% of the student population was successful. In the area of United States History the campus demonstrated a passing rate of 73% this year, which is an improvement from the previous year of 70%.

The graduation rate also declined from 84.5% to 82% for the current year. The Hispanic population of students graduation rate decreased from 85.3% to 81.0%. African American population graduation rate went from 85.7% to 85.0%. However, the White population group graduation rate improved from 73.7% to 86.0%.

Student Learning Strengths

- Night school option for students on Tuesday and Thursday
- Smaller classroom sizes
- Writing initiatives in all subjects
- Optional Flexible Day School Program
- Pregnancy Related Services

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I and II STAAR/EOC scores are significantly below district and state average. **Root Cause:** Systemic issues of poor attendance and participation rate in daily instruction, along with social and emotional factors associated with at-risk student.

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 not successful on a traditional campus. Peter Hyland offers a variety of methods for students to earn credits: Edgenuity, district approved packets, direct teacher instruction, and projects.

Currently, at risk students meet with their counselor's on the campus campus and express a need for additional supports. The counselor intern evaluates the students individual needs then either recommended the student apply or not to Peter E. Hyland.

Once a student is accepted into Peter E. Hyland an individual educational plan is developed that will address the students needs to ensure that he or she has a direct path to graduating from high school. With the help of a qualified staff the learning style of the student is used to determine the delivery of instruction that will be most beneficial to the student. Formative assessments, benchmarks, and previous EOC scores will be used to evaluate the students performance and determine the next course of action to move the student forward academically. The Professional Learning Community framework will continue to be utilized to exam student data to ensure that the campus is meeting the needs of all students. Weekly tutorials will be encompass within daily schedule to address House Bill 4545 requirements for students who were not successful on STAAR exams.

Additionally, 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 three weeks. Students that demonstrated poor performance on course work were provided with an intervention meeting with a campus administrator. If progress was not made after visiting with a campus administrator, a parent conference meeting would be scheduled. During the conference, the multidisciplinary team would discussed the student's individual needs to ensure that he or she would progress in the next three weeks time frame.

Peter Hyland also provided PRS (Pregnant Related Service) services and monitoring by a campus counselor and/or PEP Clerk. The PRS providers are responsible for providing resources and support to teen parents who are enrolled at Peter E. Hyland or on a traditional campus.

Technology

Students were provided with a variety of technological devices and platforms to complete assignments and assessments on the campus and at home. Such devices and platforms used by the students consisted of the following: iPads, laptops, desktops, Promethean boards, Google classroom, ebooks, apps, Remind and graphing calculators. Teachers and students were supported by the district technology department to address any problems that impeded the student in completing assignments and teachers in presenting quality instruction.

Staff Quality, Recruitment and Retention

Majority of the staff members at Peter Hyland were highly qualified. However, there are few areas were the campus will need to work on recruiting highly qualified individuals to help address current academic needs. The working environment at Peter E. Hyland is nurturing and offer teachers a wealth of opportunity to grow in the area of pedagogy. To ensure teachers and staff is supported the campus offer a variety of professional development opportunities long with the districts support from instructional coaches.

School Processes & Programs Strengths

Curriculum and Instruction:

- Professional Learning Communities
- Qualified Teachers
- Credit recovery opportunities
- Formative and Summative Assessments
- Pregnancy Related Services
- Student Support Team
- One on One instruction and Small group instruction
- Several methods of instruction: Edgenuity, packets, projects, and direct instruction
- Night School offered Tuesdays and Thursdays
- STAAR focused tutorials available for EOC testers daily

School Context and Organization:

- Team planning
- Faculty meetings
- Several organizations: Ambassadors, AVID, CSU, Spanish Club, Student Council
- Student support groups
- Tutorial Period
- Individual Education Plans
- Student incentive
- Campus College and Career activities
- Communities in School
- Community Outreach

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

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

Perceptions

Perceptions Summary

Peter E. Hyland Center provides a quality learning environment that supports at-risk students and teachers. We provide a safe and caring school climate that produces a positive learning environment that helps facilitate high on student achievement, staff commitment, and community engagement.

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 and Community Engagement:

Peter E. Hyland Center provides individual family orientations for new students. Each parent and student re given the opportunity to ask questions and receive critical information concerning the campus the students' academic standing. Also through the orientation process the campus provide resource information that may be beneficial to parents and students. Additionally, counseling services are available for students individually or in small groups. The Communities In School Campus Coordinator is also able to address if there is a need for the the Back Pack Buddy Program.

Peter E. Hyland is also supported by Crespo and Jirrels Funeral and Cremation Services. Crespo and Jirrels Funeral and Cremation Services partner in education plays a vital role in supporting the campus. Our partners in education support teacher and student initiatives that directly impact academic and social outcomes.

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
- Supportive of social and emotional well being

Ninety Percent of the Students are:

- Focused on their work and are driven to complete courses
- Respectful to each other and have little conflict
- Enjoy school and fill that they have a sense of belonging

The Teachers and Staff

- Care about each student's well being and go beyond the classroom to support students
- Staff is 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
- Positive rapport with all stakeholders
- Positive communication between stakeholders

Perceptions Strengths

Peter E. Hyland three areas of strength are identified below:

The first area of strength is the perception that Peter E. Hyland Center is the school of choice for many who feel the traditional campus is too large to individually assist them to overcome their adversities. The second area of strength is that staff provides supports and resources that may not be traditionally provided on the home campuses. Also the many one on one opportunities with adult contact has also been a strength. The third major strength of our campus is the ability to provide student with an individualized plan that addresses their individual academic and social needs.

Priority Problem Statements

Problem Statement 1: English I and II STAAR/EOC scores are significantly below district and state average.

Root Cause 1: Systemic issues of poor attendance and participation rate in daily instruction, along with social and emotional factors associated with at-risk student.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs is stagnated so careful analysis is needed to ensure that this is corrected.

Root Cause 2: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Problem Statement 2 Areas: Demographics

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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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: All students will meet or show growth on grade level benchmarks, curriculum based assessments, TELPAS assessments, and STAAR/EOC assessments.

Evaluation Data Sources: STAAR data, student profile sheets in Eduphoria, Benchmark/ Curriculum based data reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide intensive accelerated instruction and intervention sessions for students who are demonstrating they are at risk with academics and or behavior.</p> <p>Strategy's Expected Result/Impact: Improved performance on state assessment and district assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: All staff and program support costs for campus - Coordination of Local and State Funds - SCE AEP Funds - \$1,900,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze students' assessments and review findings with students.</p> <p>Strategy's Expected Result/Impact: Improve state test scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers design and implement quality lesson plans that will align with the districts scope and sequence.</p> <p>Strategy's Expected Result/Impact: Increase student exposure to quality lessons that build on skills that are needed to meet the state standards on the EOC.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Faculty and staff will document weekly contact time for students who receive special education services.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and technology skills</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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 2022-2023 Federal accountability system.</p> <p>Strategy's Expected Result/Impact: Improve state testing scores, reading and writing skills</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
Strategy 1: Meet with each student for goal setting and post-secondary planning through out the year. Strategy's Expected Result/Impact: Adjusting and Monitoring four year to reflect student progress and interest. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will apply for college through Apply Texas and complete FAFSA. Strategy's Expected Result/Impact: Over 95% of the students will complete general college application and apply for FAFSA. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: College awareness activities will be held each semester for students and parents to stress academics and preparedness for college. Strategy's Expected Result/Impact: Students and parents becoming more knowledgeable of opportunities for post secondary outcomes. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will provide daily activities during college week and incentives student participation in GCCISD College Night. Strategy's Expected Result/Impact: Students become more knowledgeable about college opportunities. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Schedule opportunities for students to take the PSAT, ACT, TSI, ASVAB testing during school hours. Strategy's Expected Result/Impact: Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will conduct 10 observations and provide feedback to teachers. Strategy's Expected Result/Impact: Improve student outcomes and teacher growth. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Review past STAAR scores and disaggregate benchmark and CBA test data to determine areas of need. Strategy's Expected Result/Impact: Increased performance on assessments and district test. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will set target dates for completion of self-paced courses. Strategy's Expected Result/Impact: Increase the completion rate of courses in a timely manner. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Professional Learning Community framework will implemented where teachers collaborate in designing appropriate lessons and strategies to support students. Strategy's Expected Result/Impact: Teachers will design challenging lessons that require the students to engage in discovery. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will ELP's in all instructional settings and provide language rich strategies to support limited English speakers performance on assignments and assessments. Strategy's Expected Result/Impact: Increase test scores for limited English speakers. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement appropriate accommodation and modifications for students with exceptionalities. Strategy's Expected Result/Impact: Improvement academic performance for students with exceptionalities. Staff Responsible for Monitoring: Campus Administrators</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 1: Keep students on track for graduation and motivated by incorporating student credit recovery evaluation sessions for each student.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participate in the annual dropout walk to recover students who have not returned to school by the fall snapshot date. Strategy's Expected Result/Impact: Reduce dropout rate Recover potential dropouts Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for students to attend tutorials during the school day that focus on areas of need. Strategy's Expected Result/Impact: Reduce failure rate of courses More courses completed Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students that demonstrate a need for a flex schedule will be identified and provided the opportunity to participate in optional flex schedule programming. Strategy's Expected Result/Impact: Reduce dropout rate and increase attendance rate. Staff Responsible for Monitoring: Campus Administrators, 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		
Strategy 1: Provide opportunities for students with excessive absences to recover attendance. Strategy's Expected Result/Impact: Reduce loss of credits Increase graduation rate Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement an attendance review committee to review attendance concerns and hardships that prevent students from attending school. Strategy's Expected Result/Impact: Reduce loss of credits Increase graduation rate. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Require student/ parent conferences before court referrals and sign attendance contract. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct home visits of students who have excessive absences. Strategy's Expected Result/Impact: Improve attendance and identify barriers. Staff Responsible for Monitoring: Campus Administrators	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		
Strategy 1: Provide on-site childcare for teen parents enrolled at PHC, GCM, REL, RSS, IMPACT, and SCTHS. Strategy's Expected Result/Impact: Increase graduation rates for teen parents. Staff Responsible for Monitoring: Campus Administrators, Childcare Director	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Enroll students into the Student-Parenting Program. Strategy's Expected Result/Impact: Promote healthy families and appropriate choices Staff Responsible for Monitoring: Campus Administrators, PRS Coordinator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Compensatory Education Home Instruction as needed during pregnancy and for up to six weeks after the birth of the baby. Strategy's Expected Result/Impact: Ensure and continue instruction for academic success Staff Responsible for Monitoring: Campus Administrators, PRS Coordinator	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide transportation for students and students' babies to Peter Hyland Center. Strategy's Expected Result/Impact: Ensure regular attendance of teen parents Staff Responsible for Monitoring: Campus Administrators, Childcare Director, PRS Coordinator	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide at-risk families with literature and examples that promote healthy choices, community resources, and educational attainment. Strategy's Expected Result/Impact: Accommodate the growth of young families in an educational environment Staff Responsible for Monitoring: Campus Administrators, PRS Coordinator	Formative		
	Nov	Feb	June
<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 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		
Strategy 1: Students will participate in Character Strong instruction that will address social and emotional well being. Strategy's Expected Result/Impact: Reduce discipline referrals on campus. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All faculty and staff members will monitor the building during the school day with assigned duties. Strategy's Expected Result/Impact: Ensure a safe school climate Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Student will participate in conflict resolution sessions to help resolve problems. Strategy's Expected Result/Impact: Help students and staff to resolve problems in a non violent manner, thus giving students the opportunity to develop problem solving skills. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor the campus discipline data to address areas of concern. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals Staff Responsible for Monitoring: Campus Administrators	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 2: Implement the campus/district crisis management plan.





Evaluation Data Sources: Documentation of required emergency drills. Training log for attendance at prescribed training.

Strategy 1 Details	Formative Reviews		
Strategy 1: All faculty and staff members will be trained and receive a copy of the campus emergency plans. Strategy's Expected Result/Impact: Faculty and staff will be able to respond to emergency situations Staff Responsible for Monitoring: Campus Administrators, Nurse	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the student support team to assist in campus crisis. Strategy's Expected Result/Impact: Faculty and staff will be able to respond to emergency situations and students experiencing crisis will be supported Staff Responsible for Monitoring: Campus Administrators, SST Team	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 3: Provide training to students and staff on how to identify and report bullying.





Evaluation Data Sources: Training Material
Contact log and reports in Review 360.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide student assembly supporting anti-bullying activities. Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish an anti-bullying committee to review bullying concerns. Strategy's Expected Result/Impact: Appropriate investigation of allegations and assurance of student safety. Committee logs and reports. Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide mental health resources. Strategy's Expected Result/Impact: Increase awareness of mental health resources on campus Staff Responsible for Monitoring: Campus Administrators, 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>Strategy 1: Students will receive awards and incentives for completion of courses, student of the week, and graduation recognition. Strategy's Expected Result/Impact: Students will earn credits at a faster pace, better attendance, and graduate in a timely manner. Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Display of graduate photos and recognition of students with post secondary plans. Strategy's Expected Result/Impact: An environment where students strive for excellence. Staff Responsible for Monitoring: Campus Administrators, Library and Media Specialist</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, STEM Club. Strategy's Expected Result/Impact: Increase opportunity for student leadership and opportunities for student to engage in activities outside of academics Staff Responsible for Monitoring: Campus Administrators</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		
Strategy 1: Attend job fairs and recruit early from pool of teachers that meet state certification and licensing requirements in academic subject areas. Strategy's Expected Result/Impact: Hire highly effective staff Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide new teachers with a mentor to ensure a smooth transition. Strategy's Expected Result/Impact: Decrease teacher turnover rate. Staff Responsible for Monitoring: Campus Administrators	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 2: Provide quality professional development to support teachers and staff.





Evaluation Data Sources: Training logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide the staff with ongoing training on discipline with dignity. Strategy's Expected Result/Impact: Reduce discipline referrals. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide bi-weekly news updates on teaching strategies to support effective classroom instruction. Strategy's Expected Result/Impact: Increased student engagement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer ESL training to help prepare teachers for the ESL certification test. Strategy's Expected Result/Impact: Increase the number of ESL certified teachers Increase state scores of ELs Increase graduation rate of ELs Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
Strategy 1: Students/Parents must attend orientation meetings to enter Peter Hyland Center to communicate expectations and goals. Strategy's Expected Result/Impact: Communication of procedures, expectations, and goals of Peter Hyland Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Discuss students graduation plan upon admission to Peter Hyland Center. Strategy's Expected Result/Impact: Students and parents awareness of academic needs and requirements for graduation Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize school messenger to inform parents and students of Peter Hyland activities and events. Strategy's Expected Result/Impact: Keep students and parents informed of Peter Hyland activities Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 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		
Strategy 1: Facilitate communication between school and home through home visits, phone calls, parent conferences, newsletters and website. Strategy's Expected Result/Impact: Strong relationships between parents and the school Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Open House Meetings for parents to visit Peter Hyland Center. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Invite parents and students to various activities and events in order to encourage parents to participate in their student's high school education. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Peter Hyland Center and Earthman's Funeral Home will partner together to support Peter Hyland students and faculty. Strategy's Expected Result/Impact: Strong relationships between PIE and Peter Hyland which promotes attendance and academic success Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide crisis and community intervention awareness through Communities in School (CIS) case management. Strategy's Expected Result/Impact: Support students experiencing difficult challenges that would impede academic success. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Classroom observations, Course Completions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will integrate technology into their lessons including Smart phones, IPADS, Smart-boards, Brain Pop, Promethean Boards, and Google classroom.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have access to computer labs for college surveys, SAT/ACT preparation, FAFSA completion, Apply Texas, Microsoft certification, and scholarships.</p> <p>Strategy's Expected Result/Impact: Students begin to plan for post secondary studies</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will use technology to access credit recovery programs such as Edgenuity.</p> <p>Strategy's Expected Result/Impact: Students regain credits for graduation in a timely manner</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	\$1,900,000.00
Sub-Total					\$1,900,000.00