

# **Goose Creek Consolidated Independent School District**

## **Peter E. Hyland Center**

### **2023-2024 Campus Improvement Plan**



# Mission Statement

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

## Vision

“Success for All”

Where Students Experience a Life-Changing Education

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 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. Peter E. Hyland Center is a campus that provides educational services targeted to drop out prevention and recovery of students in grades 9-12, with enrollment consisting of at least 60 percent of students 16 years or older by the first of September. 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. Currently, our students are pursuing various graduation plans, completing their graduation requirements under the Foundation, Recommended and Distinguished plans. Some of our students are also enrolled in dual enrollment classes and participating in certification programs at Lee College.

#### Student Population Data

Campus Average Enrollment 147

Student Population 100% at-risk

Economically Disadvantage 62.6%

English Language Learners 10.9%

#### 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	0.0%	09.6%	07.9%
1-5 Years Experience	17.3%	29.0%	26.7%
6-10 Years Experience	00.0%	20.0%	20.6%
11-20 Years Experience	59.7%	28.2%	28.6%
21-30 Years of Experience	11.5%	11.0%	13.2%
Over 30 Years of Experience	11.5%	02.3%	02.9%

## 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. Peter E. Hyland also provides opportunities for students to graduate early while being on a flex schedule and receiving an individualized instruction plan to meet their needs.

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

- Small Classes
- Dual Enrollment Classes
- DePelchin Counseling
- Communities In School Services
- Pregnant Related Services/Homebound Services
- Personalized and individualized Instruction
- Teacher-Directed Instruction
- On-site Childcare for Teen Parents & GCCISD Staff
- Compensatory Education Home Instruction
- Credit & Attendance 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:** Student attendance is a chronic problem at Peter E. Hyland Center. Current attendance rate is at 78.2%. **Root Cause:** A lack of parental involvement and teen parental responsibilities are part of the problem.

# Student Learning

## Student Learning Summary

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

Domain 1: Student Achievement 85/B

Domain 2: School Progress Not Rated

Domain 3: Closing the Gaps Not Rated

CCMR 90.0%

Overall Rating: 88/B

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 increased from 84.5% to 85% for the current year. The Hispanic population of students graduation rate decreased from 85.3% to 89.6%. African American population graduation rate went from 85.7% to 81.0%. However, the White population group graduation rate improved from 73.7% to 86.0%.

## Student Learning Strengths

### Student Learning Strengths:

- Night school option for students on Tuesday and Thursday
- Smaller classroom sizes
- Differentiated Instruction (Face to Face, Packets, & Edgenuity)
- Introduction of New Rigorous & Prevalent TEKS aligned packets
- Optional Flexible Day School Program
- Pregnancy Related Services
- Saturday Make Up Day/Attendance Recovery

## 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

### 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 packets, direct instruction, and projects.

Currently, at risk students meet with their counselor's on the campus and express a need for additional supports. The counselor will then evaluate 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 Center, 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. After the careful evaluation of the students learning style a determination is made on 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 a few areas where 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 are supported the campus offer a variety of professional development opportunities. Also, the district provides instructional coaches to support the campuses.

## 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
- Special Education Services

#### **School Context and Organization:**

- Team planning
- Faculty meetings
- Several organizations: Ambassadors, AVID, CSU, Spanish Club, Student Council
- Student support groups
- Daily Phone Calls to the Family of Absent Students
- Tutorial/Advisory Period Individual
- Education Plans
- Student incentive
- Campus College and Career activities
- Communities in School
- Community Outreach/Houston Food Bank

#### **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
- Staff members are highly motivated to integrate technology usage during lessons
- Flexible and individualized teaching at each students' personal pace



# Perceptions

## Perceptions Summary

### Perceptions Summary

Peter E. Hyland Center provides a quality learning environment that supports at-risk students. We provide a safe and caring school climate that produces a positive learning environment that helps to facilitate a positive learning environment.

#### Student's Perception of PHC Campus Life

- 89% of the students feel physically safe at school
- Students enjoy the small classroom settings.
- Students are appreciative of the different programs available at the campus.
- Students attest that they learn more at PHC compared to their home 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 are 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 Purfect Love Fellowship. Purfect Love Fellowship is a new partnership with the campus. However, in a very short period of time they have been instrumental in helping to establish a baby section in the campus Pantry. Our partners in education support teacher and student initiatives that directly impact attendance, academics and social outcomes.

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

- The campus is supportive of social and emotional needs of students.
- There is a variety of learning opportunities.
- There is a need for more parental involvement.

#### The Teachers and Staff

- 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.
- Staff get to know them individually and develop unofficial IEPs (Individual Educational Plans) for each student based on their learning styles
- Staff develop positive rapport with all 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 students 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

# 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 will be reviewed every three weeks.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide weekly intensive accelerated instruction and intervention sessions for students who are demonstrating they are at risk with academics and or behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on state assessment and district assessments by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> All staff and program support costs for campus - Coordination of Local and State Funds - SCE AEP Funds - \$1,900,000</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 each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve state test scores by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers will design and implement quality lesson plans that will align with the districts scope and sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student exposure to quality lessons that build on skills that are needed to meet the state standards on the EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Faculty and staff will document weekly contact time for students who receive special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and technology skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>


Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Monitor growth of English I and English II students through formative and summative assessments. <b>Strategy's Expected Result/Impact:</b> Improve English I and English II scores by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	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 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:** There will be monthly informational sessions for college and career readiness.

Strategy 1 Details	Formative Reviews		
<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> Each student will be provided a credit evaluation each year. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All students will apply for college through Apply Texas and complete FAFSA. <b>Strategy's Expected Result/Impact:</b> Over 95% of the students will complete general college application and apply for FAFSA. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will provide monthly college and career events for students. <b>Strategy's Expected Result/Impact:</b> Students become more knowledgeable about college opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Schedule opportunities for students to take the PSAT, ACT, TSI, ASVAB testing during school hours. <b>Strategy's Expected Result/Impact:</b> Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test by 25%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue



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

**Performance Objective 1:** Peter Hyland will implement procedures to monitor classroom instruction and student progress by conducting weekly walk throughs.





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators will conduct a minimum of 10 observations per week and provide feedback to five teachers. <b>Strategy's Expected Result/Impact:</b> Improve student outcomes and teacher growth. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Review past STAAR scores and disaggregate benchmark and CBA test data to determine areas of need. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments and district test by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators & Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will set target dates for completion of self-paced courses and provide updates on the students progress every three weeks. <b>Strategy's Expected Result/Impact:</b> Increase the completion rate of courses by 25%. Contact logs will be used to track student progress every three weeks. <b>Staff Responsible for Monitoring:</b> Campus Administrators, teachers, and counselors	<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 2:** Teachers and administrators will meet and collaborate every 3 weeks to ensure a consistent and quality curriculum is being implemented.





**Evaluation Data Sources:** Course completions will increase by 10%.  
There will be 10 classroom observations completed by each administrator per week.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Professional Learning Community will be established to address the needs of students. <b>Strategy's Expected Result/Impact:</b> Teachers and administrators will meet every 3 weeks to evaluate the needs of students. <b>Staff Responsible for Monitoring:</b> Campus Administrators & Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will provide language rich strategies to support limited English speakers. <b>Strategy's Expected Result/Impact:</b> Increase test scores for limited English speakers by 10%. <b>Staff Responsible for Monitoring:</b> Campus Teachers & Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement appropriate accommodations and modifications for students with exceptionalities. <b>Strategy's Expected Result/Impact:</b> Improve academic performance for students with exceptionalities by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers & Case Managers	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 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:** Credit recovery evaluations will be conducted every 3 weeks.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will work to recover students who have not returned to school by the fall snapshot date.  <b>Strategy's Expected Result/Impact:</b> Reduce dropout rate by 10%.                      Recover potential dropouts within the first six weeks of school.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and CIS</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 attend tutorials during the school day that focus on areas of need.  <b>Strategy's Expected Result/Impact:</b> Reduce failure rate of courses by 20%.                      Increase course completions by 25%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, &amp; 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 that demonstrate a need for a flex schedule will be identified and provided the opportunity to participate in optional flex schedule programming.  <b>Strategy's Expected Result/Impact:</b> Reduce dropout rate by 10% and maintain an attendance average of 89%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</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 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		
<b>Strategy 1:</b> Provide night school sessions and morning sessions for attendance recovery. <b>Strategy's Expected Result/Impact:</b> Reduce loss of credits by 10%. Increase graduation rate by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Require student/ parent conferences before court referrals. <b>Strategy's Expected Result/Impact:</b> Attendance Contract meeting to offer supports and resources. Increase in attendance by 2%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review attendance concerns and hardship situation in the weekly student support meeting. <b>Strategy's Expected Result/Impact:</b> Improve attendance by 10% and identify barriers. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<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 will be reviewed monthly.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in Character Strong/Hello instruction that will address social and emotional well being once a week. <b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals on campus by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor & Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All students will participate in conflict resolution sessions to help resolve problems. <b>Strategy's Expected Result/Impact:</b> Help students and staff to resolve problems in a non violent manner, thus giving students the opportunity to develop problem solving skills and reducing student conflict by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</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 by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<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 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		
<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 within 30 seconds. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Nurse	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<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 within a minute of being notified of an emergency. All student crisis cases will be documented with a plan of action within a 24 hour period. <b>Staff Responsible for Monitoring:</b> Campus Administrators, SST Team	<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:** 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		
<b>Strategy 1:</b> Provide student assembly supporting anti-bullying activities bi-weekly. <b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents by 20%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish an anti-bullying committee to review bullying concerns. <b>Strategy's Expected Result/Impact:</b> Anti-bullying meetings will meet once every 9 weeks. Committee logs and reports. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide mental health resources. <b>Strategy's Expected Result/Impact:</b> Increase awareness of mental health resources on campus for all students by providing weekly sessions. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<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 4:** Peter Hyland will promote a positive atmosphere by incorporating student activities that recognize student accomplishments academically and behaviorally.

**Evaluation Data Sources:** Monthly Completion Ceremonies, Positive Behavior Awards, Perfect Attendance Awards





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will receive awards and incentives for course completions at a monthly student celebration. <b>Strategy's Expected Result/Impact:</b> Course completions will increase by 10% each semester. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, STEM Club. <b>Strategy's Expected Result/Impact:</b> There will be a 10% increase in student participation in campus organizations. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<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 1:** Recruit and retain teachers that meet state certification and licensing requirements.





**Evaluation Data Sources:** Teacher documentation, classroom rosters

Strategy 1 Details	Formative Reviews		
<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, thus having 100% of the teaching positions filled. <b>Strategy's Expected Result/Impact:</b> Hire highly effective staff <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide new teachers with a mentor to ensure a smooth transition. <b>Strategy's Expected Result/Impact:</b> Decrease teacher turnover rate by 50%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<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:** Provide quality professional development to support teachers and staff.





**Evaluation Data Sources:** Training logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide the staff with ongoing training to help address the social and emotional needs of our students. <b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals and classroom disruptions by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	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 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 all new students and provide an academic review status report to all the parents and students.





**Evaluation Data Sources:** Sign-In-Sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students/parents must attend orientation meetings to enter Peter Hyland Center to communicate expectations and goals.  <b>Strategy's Expected Result/Impact:</b> All students will receive an overview of the standards and expectations for Peter E. Hyland Center before enrolling.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</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 with all parents and students.  <b>Strategy's Expected Result/Impact:</b> Students and parents awareness of academic needs and requirements for graduation.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize ParentSquare and Parfaits to inform all parents and students of Peter Hyland activities and events.  <b>Strategy's Expected Result/Impact:</b> There will be weekly announcements communicated through ParentSquare about activities being held at Peter E. Hyland Center.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</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		
<b>Strategy 1:</b> Invite parents and students to various activities and events in order to encourage parents to participate in their student's high school education. <b>Strategy's Expected Result/Impact:</b> Increase parent engagement with campus by 25%. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Peter Hyland Center and Purfect Love Fellowship will partner together to support Peter Hyland students and faculty. <b>Strategy's Expected Result/Impact:</b> Strong relationships between PIE and Peter Hyland which promotes attendance and academic success for the campus, thus increasing student attendance by 10%. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide crisis and community intervention awareness through Communities in School (CIS) case management. <b>Strategy's Expected Result/Impact:</b> Support students experiencing difficult challenges that would impede academic success by providing weekly sessions. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<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 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 by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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, SAT/ACT preparation, FAFSA completion, Apply Texas, Microsoft certification, and scholarships.</p> <p><b>Strategy's Expected Result/Impact:</b> All students begin to plan for post-secondary studies.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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
<b>Sub-Total</b>					<b>\$1,900,000.00</b>