

Goose Creek Consolidated Independent School District

Peter E. Hyland Center

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

At Empower Academy, our mission is to provide a supportive, inclusive, and innovative learning environment that meets students where they are, nurtures who they are, and guides them toward who they can become. Through flexible pathways, individualized support, and a culture of care, we empower scholars of all ages to rise, recover, and redefine their futures.

Vision

Empower Academy Vision

Empower Academy is where Warriors rise—stronger, wiser, and more resilient. We believe in second chances, bold beginnings, and building lives of purpose and power.

Motto:

Every age. Every stage. Every future.

Tagline

Where every Warrior rises.

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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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is increase the percentage of students achieving Masters Grade Level (TX) on the EOC ENG I and ENG II combined assessment from 23.53% to 40% by the 2026 STAAR administration.

If we significantly strengthen foundational writing skills for our Emergent Bilingual (EB) students through targeted interventions, then the percentage of our EB students demonstrating progress in achieving English language proficiency on the TELPAS assessment will increase, leading to improved performance in the Closing the Gaps domain's "Progress in Achieving English Language Proficiency" component.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results
Strategy

Strategy 1 Details
<p>Strategy 1: The campus will significantly increase the percentage of students achieving at least the "Approaches Grade Level" and "Meets Grade Level" on the STAAR Reading/ELA assessment by providing robust foundational instruction and targeted differentiated support across all grade levels. This will also aim to reduce the percentage of students not approaching grade level.</p> <p>Strategy's Expected Result/Impact: Direct Impact on STAAR Performance: A measurable reduction in the percentage of students "Did Not Meet Grade Level" and a corresponding increase in the percentage of students achieving "Approaches Grade Level or above" and "Meets Grade Level or above" on the STAAR Reading/ELA assessment.</p> <p>-Closing the Gaps Domain Improvement: Enhanced performance for "High Focus" student groups (EB students/ELs, Economically Disadvantaged) in the Academic Achievement and Progress in Achieving English Language Proficiency components, significantly contributing to the campus's score in the Closing the Gaps domain.</p> <p>-TELPAS Progress: Demonstrable progress in achieving English language proficiency for EB students/ELs, especially in the TELPAS writing domain.</p> <p>**Progress Monitoring Plan and Artifacts:</p> <p>*Bi-weekly: Review formative assessment data (e.g., exit tickets, quick writes, vocabulary quizzes, comprehension checks) to track foundational skill development.</p> <p>*Monthly: Analyze results from district-level interim benchmark assessments, disaggregated by student group, focusing on growth in "Approaches" and "Meets" levels. Review student writing samples using common rubrics focused on sentence and paragraph structure development.</p> <p>*Quarterly: Analyze TELPAS interim data (if available) specifically for EB student/EL progress, particularly in the writing domain. Adjust instructional support based on observed data trends.</p> <p>*Artifacts: Formative assessment data logs, interim benchmark results reports (tracking movement to Approaches/Meets), differentiated instruction plans, student writing portfolios, and TELPAS progress reports.</p> <p>*Check-up Dates: Regular data review meetings will occur bi-weekly within grade-level teams and monthly with department leads, with comprehensive quarterly reviews involving campus administration.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will cultivate advanced reading and writing skills, specifically targeting critical analysis of complex texts and the production of sophisticated argumentative and expository writing, to significantly increase the percentage of students achieving "Masters Grade Level" on the STAAR Reading/ELA assessment from 23.53% to 40%.

Rationale: This strategy directly addresses the CAAP by focusing on the higher-order thinking and communication skills required for Masters Grade Level performance, which carries a 1.2 multiplier for Alternative Education Accountability (AEA) campuses in the Student Achievement domain.

Strategy's Expected Result/Impact: Direct Impact on STAAR Performance: A significant and measurable increase in the percentage of students achieving Masters Grade Level on the STAAR Reading/ELA assessment, directly contributing to the CAAP and maximizing the 1.2 multiplier for AEA campuses in the Student Achievement domain.

*Distinction Designations: Increased eligibility for the Academic Achievement Distinction Designation in Reading/Language Arts due to higher Masters Grade Level performance.

*Bi-weekly: Review student responses to complex text prompts, analytical paragraphs, and argumentative essay outlines, focusing on depth of analysis and sophistication of argument.

*Monthly: Administer RLA assessments with a specific focus on Masters Grade Level items and passages. Systematically analyze student performance on common analytical and argumentative writing rubrics aligned with Masters criteria.

*Quarterly: Conduct deep dives into student work, particularly focusing on the application of advanced literary analysis techniques and the quality of argumentative and expository writing.

*Artifacts: Benchmark assessment data (disaggregated to show Masters level attainment), rubrics for advanced writing, student analytical essays and research papers, records of participation in academic discourse activities, and curriculum maps demonstrating complex text integration.

*Check-up Dates: Bi-monthly Professional Learning Community (PLC) meetings, monthly department meetings, and quarterly administrative reviews, with comprehensive mid-year (December 2025) and final (April 2026) data reviews to assess progress towards the 2026 STAAR administration target.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will foster a culture of continuous improvement in ELA instruction by providing targeted professional development, promoting collaborative planning, and implementing systematic data analysis to inform and refine teaching practices at all levels. *Rationale: The effective implementation of differentiated instruction and advanced literacy strategies (Strategies 1 and 2) relies heavily on equipping teachers with the necessary expertise, fostering a collaborative environment, and ensuring that instructional decisions are responsive to student data. This strategy underpins the success of the other two.

Strategy's Expected Result/Impact: Enhanced Instructional Quality: A measurable improvement in teacher efficacy and consistent application of high-impact ELA instructional strategies across all grade levels and classrooms, leading to more effective teaching and learning.

Responsive Instruction: Increased capacity of teachers to analyze student data and make timely, data-informed adjustments to curriculum and instruction, resulting in more precise and effective support for all learners.

Sustainable Improvement: Development of a sustainable professional learning ecosystem within the campus that supports continuous improvement in ELA outcomes, fostering teacher collaboration and innovation.

****Progress Monitoring Plan and Artifacts:**

Weekly: Review PLC meeting agendas, minutes, and shared instructional resources. Review weekly lesson plans to ensure integration of learned strategies and data-driven adjustments.

Monthly: Collect and analyze observation logs from instructional coaching cycles. Analyze common assessment data to identify areas where further professional learning or support is needed.

Quarterly: Review teacher portfolios showcasing refined instructional materials, student work samples demonstrating the impact of new strategies, and evidence of collaborative planning leading to improved student outcomes.

Artifacts: Professional development attendance records and evaluation data, coaching feedback forms, PLC agendas and protocols, common assessment results, curriculum and unit plans, and professional growth plans for teachers.

Check-up Dates: Bi-Weekly PLC meetings, monthly PD sessions, quarterly administrative data reviews focused on instructional impact, and an annual professional development needs assessment to plan for future learning opportunities.

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the percentage of students achieving Masters Grade Level (TX) on the STAAR Mathematics assessment from 0% to 15% by the 2026 STAAR administration, and concurrently reduce the percentage of students not approaching grade level from 50% to 25%.

If we implement targeted interventions focused on developing comprehensive multi-step problem-solving strategies and explicitly teach mathematical vocabulary across all mathematics courses, then we will significantly increase the percentage of our Economically Disadvantaged and Emergent Bilingual (EB) students achieving "Meets Grade Level or above" on the STAAR Mathematics assessment, thereby improving our Academic Achievement component within the Closing the Gaps domain.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results Strategy

Strategy 1 Details
<p>Strategy 1: The campus will implement targeted interventions to address foundational skill gaps for students "Did Not Meet Grade Level" in mathematics. Action Steps include:</p> <p>Diagnostic Assessment and Grouping: The campus will administer frequent, low-stakes diagnostic assessments to precisely identify students' conceptual misunderstandings and skill gaps in mathematics. This data will be used to create flexible, differentiated small groups for instruction.</p> <p>Targeted Interventions for "Did Not Meet": The campus will provide intensive, individualized, or small-group interventions for students who are "not approaching grade level." These interventions will focus on prerequisite skills and a clear progression towards "Approaches Grade Level".</p> <p>Explicit Mathematical Vocabulary and Problem-Solving Strategies: The campus will provide explicit instruction in mathematical vocabulary and various problem-solving strategies, which is crucial for all students, especially Emergent Bilingual (EB) students/English Learners (ELs), to access and demonstrate understanding of complex math problems.</p> <p>Focus Groups: All students, with specific attention to students currently "Did Not Meet Grade Level"</p> <p>Strategy's Expected Result/Impact: The campus anticipates a significant reduction in the percentage of students not approaching grade level on the STAAR Mathematics assessment. By moving these students to "Approaches Grade Level" or higher, this strategy will directly contribute to the STAAR component of the Student Achievement domain score. Furthermore, by addressing the needs of diverse learners including EB students/ELs through explicit vocabulary and problem-solving instruction, this strategy will lay the groundwork for their overall academic improvement, supporting the Academic Achievement component within the Closing the Gaps domain.</p> <p>**Progress Monitoring Plan and Artifacts:</p> <p>Weekly: Student progress will be monitored through observation of small-group work, student journals/notebooks, and short quizzes. Completion and accuracy of differentiated practice assignments will be tracked.</p> <p>Bi-weekly: Results from targeted assessments will be reviewed to ensure interventions are effective for students "not approaching grade level".</p> <p>Monthly: Mathematics assessments through Delta Math and other applications will be administered, specifically tracking student performance at the "Approaches" benchmark.</p> <p>Artifacts: Diagnostic assessment reports, intervention group rosters and progress logs, student journals/notebooks, student work samples, and teacher observation notes.</p> <p>Check-up Dates: Data analysis sessions will occur bi-weekly in professional learning communities (PLCs) and bi-weekly reviews will be held for targeted diagnostic results. Comprehensive reviews will take place in December 2025 and April 2026 to track progress towards the 2026 STAAR administration.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will implement mastery-focused instruction to accelerate learning and achieve "Masters Grade Level" proficiency in mathematics. The campus will foster a classroom environment that promotes mathematical discourse, enabling students to explain their reasoning, critique the reasoning of others, and engage in productive struggle with challenging problems. ****Focus Groups:** All students, particularly those striving for "Masters Grade Level," and with an intentional push for Economically Disadvantaged students and Emergent Bilingual (EB) students/English Learners (ELs) to achieve "Meets Grade Level or above".

Strategy's Expected Result/Impact: The campus anticipates a tangible increase in Masters Grade Level performance on the STAAR Mathematics assessment. This will directly bolster the Student Achievement domain score through higher point multipliers assigned for Masters performance. The targeted push for Economically Disadvantaged and EB students/ELs to reach "Meets Grade Level or above" will significantly improve the campus's score in the Academic Achievement component within the Closing the Gaps domain. This focus will also contribute to the campus's eligibility for the Academic Achievement in Mathematics Distinction Designation.

****Progress Monitoring Plan and Artifacts:**

Mathematics assessments will be administered, specifically tracking student performance at "Meets" and "Masters" levels.

Quarterly: Data analysis meetings will be conducted to review student performance by subgroup (e.g., Economically Disadvantaged, EB students) against "Meets Grade Level" targets in the Closing the Gaps performance targets.

Artifacts: assessment results (including disaggregated data for focus groups), and student work samples demonstrating problem-solving and mathematical communication.

Check-up Dates: Data analysis sessions will be held monthly with department chairs and quarterly with administration. Comprehensive reviews will take place in December 2025 and April 2026 to track progress towards the 2026 STAAR administration.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will cultivate a culture of mathematical discourse and explicit vocabulary instruction to deepen conceptual understanding across all proficiency levels. This strategy underpins the success of both intervention and enrichment efforts by ensuring all students, regardless of their current proficiency, develop the language and communication skills essential for comprehending and expressing complex mathematical concepts.

Explicit Mathematical Vocabulary and Problem-Solving Strategies: The campus will provide explicit instruction in mathematical vocabulary and a variety of problem-solving strategies (e.g., drawing diagrams, creating tables, working backward, using algebraic models). This is crucial for all students, especially Emergent Bilingual (EB) students/English Learners (ELs), to access and demonstrate understanding of complex math problems.

Diagnostic Assessment and Grouping: Administer frequent, low-stakes diagnostic assessments to precisely identify students' conceptual misunderstandings and skill gaps in mathematics, which includes understanding their mathematical language acquisition.

Focus Groups: All students, with specific attention to Emergent Bilingual (EB) students/English Learners (ELs) and Economically Disadvantaged students.

Strategy's Expected Result/Impact: This strategy supports the overall mathematics goal by fostering a deeper conceptual understanding across all student populations, thereby contributing to both the reduction of students "not approaching grade level" and the increase in "Masters Grade Level" performance. Specifically, the explicit focus on mathematical vocabulary and discourse will be highly beneficial for Emergent Bilingual (EB) students/English Learners (ELs), enabling them to better comprehend and respond to STAAR Mathematics questions and contribute to their "Progress in Achieving English Language Proficiency" as measured by TELPAS. Improved performance for Economically Disadvantaged and EB students/ELs across all proficiency levels will enhance the campus's score in the Academic Achievement component within the Closing the Gaps domain.

Quarterly: Data analysis meetings will be conducted to review student performance by subgroup, including EB students, against "Meets Grade Level" targets in the Closing the Gaps performance targets.

Artifacts: Student journals/notebooks reflecting mathematical thinking and vocabulary use, student work samples demonstrating problem-solving and mathematical communication, teacher observation notes on discourse and vocabulary application, and diagnostic assessment reports

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the percentage of students achieving Masters Grade Level (TX) on the STAAR Science assessment from 5% to 20% by the 2026 STAAR administration, and concurrently reduce the percentage of students not approaching grade level from 45% to 20%.

If the campus implements strategies that lead to outstanding achievement in science, demonstrated by students achieving Masters Grade Level on the EOC Biology assessment.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results
Strategy

Strategy 1 Details
<p>Strategy 1: The campus will implement targeted interventions to address foundational science skill gaps for students "Did Not Meet Grade Level" in science. Action Steps include:</p> <p>Diagnostic Assessment and Grouping: The campus will administer frequent, low-stakes diagnostic assessments to precisely identify students' conceptual misunderstandings and skill gaps in science. This data will be used to create flexible, differentiated small groups for instruction.</p> <p>Targeted Interventions for "Did Not Meet": The campus will provide intensive, individualized, or small-group interventions for students who are "not approaching grade level." These interventions will focus on prerequisite science skills and conceptual understanding necessary for a clear progression towards "Approaches Grade Level".</p> <p>Hands-on/Inquiry-based Learning: Incorporate practical experiments and inquiry-based learning activities to solidify conceptual understanding and actively engage students in scientific processes.</p> <p>Focus Groups: All students, with specific attention to students currently "Did Not Meet Grade Level" for improvement, and an intentional push for Economically Disadvantaged students and Emergent Bilingual (EB) students/English Learners (ELs) due to their significance in the "Closing the Gaps" domain.</p> <p>Strategy's Expected Result/Impact: This will directly contribute to the STAAR component of the Student Achievement domain score. Furthermore, by addressing the needs of diverse learners including EB students/ELs and Economically Disadvantaged students through targeted instruction, this strategy will enhance their foundational science skills, supporting the Academic Achievement component within the Closing the Gaps domain.</p> <p>Student progress will be monitored through observation of small-group work, student science notebooks/lab reports, and short quizzes. Completion and accuracy of differentiated practice assignments will be tracked.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will implement mastery-focused instruction to accelerate learning and achieve "Masters Grade Level" proficiency in science. Action Steps:
Mastery-Focused Instruction for "Masters": Implement strategies for students demonstrating "Meets Grade Level" proficiency to push towards "Masters Grade Level." This includes utilizing complex, multi-step word problems requiring critical thinking and application of multiple scientific concepts, open-ended problems that encourage multiple solution pathways and justification of reasoning, and integration of advanced scientific reasoning and data interpretation.

Problem-Based Learning & Scientific Inquiry: Engage students in real-world, problem-based learning scenarios and complex scientific inquiry projects that demand the application of advanced scientific principles and analytical skills.

Focus Groups: All students, particularly those striving for "Masters Grade Level," and with an intentional push for Economically Disadvantaged students and Emergent Bilingual (EB) students/English Learners (ELs) to achieve "Meets Grade Level or above".

Strategy's Expected Result/Impact: The campus anticipates a tangible increase in Masters Grade Level performance on the STAAR Science assessment. This will directly bolster the Student Achievement domain score through higher point multipliers assigned for Masters performance. The targeted push for Economically Disadvantaged and EB students/ELs to reach "Meets Grade Level or above" will significantly improve the campus's score in the Academic Achievement component within the Closing the Gaps domain. This dual focus will also contribute to the campus's eligibility for the Academic Achievement in Science Distinction Designation.

****Progress Monitoring Plan and Artifacts:**

Monthly: Science assessments will be administered, specifically tracking student performance at "Meets" and "Masters" levels.

Quarterly: Data analysis meetings will be conducted to review student performance by subgroup (e.g., Economically Disadvantaged, EB students) against "Meets Grade Level" targets in the Closing the Gaps performance targets.

Artifacts: Assessment results (including disaggregated data for focus groups), and student work samples demonstrating complex scientific problem-solving and reasoning.

Check-up Dates: Data analysis sessions will be held monthly with department chairs and quarterly with administration. Comprehensive reviews will take place in December 2025 and April 2026 to track progress towards the 2026 STAAR administration.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will cultivate a culture of scientific discourse and explicit vocabulary instruction to deepen conceptual understanding across all proficiency levels. Action Steps:

Explicit Scientific Vocabulary and Problem-Solving Strategies: Provide explicit instruction in scientific vocabulary and a variety of problem-solving strategies (e.g., analyzing data, constructing scientific explanations, designing experiments, interpreting graphs). This is crucial for all students, especially Emergent Bilingual (EB) students/English Learners (ELs), to access and demonstrate understanding of complex science problems.

Collaborative Learning and Discourse: Foster a classroom environment that promotes scientific discourse, allowing students to explain their reasoning, critique the reasoning of others, and engage in productive struggle with challenging scientific problems.

Integrated Language Supports: Integrate academic language supports within science instruction to help EB students/ELs develop the linguistic proficiency required to comprehend and express scientific ideas. (This action step is a direct adaptation of "Explicit Academic Language Instruction" from the RLA framework and "Explicit Mathematical Vocabulary" from the Math framework, applied to the science context.)

Focus Groups: All students, with specific attention to Emergent Bilingual (EB) students/English Learners (ELs) and Economically Disadvantaged students.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: This strategy supports the overall science goal by fostering a deeper conceptual understanding across all student populations, thereby contributing to both the reduction of students "not approaching grade level" and the increase in "Masters Grade Level" performance.

Specifically, the explicit focus on scientific vocabulary and discourse will be highly beneficial for Emergent Bilingual (EB) students/English Learners (ELs), enabling them to better comprehend and respond to STAAR Science questions and contribute to their "Progress in Achieving English Language Proficiency" as measured by TELPAS.

Improved performance for Economically Disadvantaged and EB students/ELs across all proficiency levels will enhance the campus's score in the Academic Achievement component within the Closing the Gaps domain.

****Progress Monitoring Plan and Artifacts:**

Weekly: Student progress will be monitored through observation of scientific discussions, student journals/notebooks (including vocabulary logs and concept maps), and short content quizzes.

Bi-weekly: Review results from targeted diagnostic assessments to identify specific conceptual and linguistic misunderstandings in science.

Monthly: Science assessments will be administered, tracking student performance across all proficiency levels.

Quarterly: Conduct data analysis meetings to review student performance by subgroup, including EB students, against "Meets Grade Level" targets in the Closing the Gaps performance targets.

Artifacts: Student journals/notebooks reflecting scientific thinking and vocabulary use, student work samples demonstrating scientific communication and data analysis, teacher observation notes on discourse and vocabulary application, and diagnostic assessment reports.

Check-up Dates: Data analysis sessions will be held bi-weekly in professional learning communities (PLCs), monthly with department leads, and quarterly with campus administration, with comprehensive reviews in December 2025 and April 2026 to track progress towards the 2026 STAAR administration.

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is earn the Academic Achievement Distinction Designation in Social Studies by demonstrating outstanding achievement across relevant performance indicators.

If the campus successfully implements instructional practices and supports that lead to outstanding achievement in Social Studies for all students, demonstrated by High Retest Growth for U.S. History End-of-Course (EOC) assessments, with students achieving Approaches Grade Level or above, THEN , by achieving high retest growth on U.S. History EOC assessments, along with strong performance on other applicable indicators (such as Masters Grade Level on STAAR Social Studies, AP/IB results, and Advanced/Dual-Credit course completion), the campus will directly contribute to its eligibility and successful attainment of the Academic Achievement Distinction Designation in Social Studies.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results Strategy

Strategy 1 Details
<p>Strategy 1: The campus will Implement high-quality, rigorous Social Studies instruction with a focus on deep conceptual understanding and critical analysis. Action Steps :</p> <p>Utilize complex, grade-level appropriate texts and primary sources, scaffolding as needed to promote deep comprehension and critical analysis for all students.</p> <p>Integrate explicit instruction in academic vocabulary relevant to Social Studies to support understanding of complex concepts and questions.</p> <p>Focus on advanced analytical skills, such as evaluating historical evidence, understanding cause and effect, and constructing well-supported arguments.</p> <p>Provide opportunities for multi-step problem-solving and discourse to encourage students to explain their reasoning and engage with the content.</p> <p>Focus Groups : All students, with targeted support for students aiming for Masters Grade Level performance and potentially for Emergent Bilingual (EB) students/English Learners (ELs) and Economically Disadvantaged students due to their significance in overall accountability domains.</p> <p>Strategy's Expected Result/Impact: A direct increase in the percentage of students achieving Masters Grade Level on EOC U.S. History assessments. This directly contributes to earning the Academic Achievement Distinction Designation in Social Studies.</p> <p>Students will demonstrate enhanced critical thinking and analytical skills when evaluating historical evidence and constructing arguments, leading to higher-quality written responses and projects.</p> <p>Artifacts (Progress Monitoring):</p> <p>Student work samples, such as argumentative essays, document-based questions (DBQs), and research projects, demonstrating application of critical analysis and deep conceptual understanding.</p> <p>Common formative and benchmark assessment data specifically designed to measure mastery of complex Social Studies concepts and analytical skills at "Meets" and "Masters" Grade Levels.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will provide differentiated instructional support and enrichment opportunities to address diverse student needs in Social Studies.

Conduct diagnostic assessments to identify specific learning needs and conceptual misunderstandings in Social Studies.

Develop and implement tiered interventions: providing intensive small-group instruction for students "Did Not Meet Grade Level" or "Not Approaching" and implementing advanced workshops for students "Meets" and targeting "Masters".

Promote student participation in advanced Social Studies coursework, such as dual-credit programs, to encourage higher-level learning and collegiate readiness.

Focus Groups : All students, with specific attention to students currently "Did Not Meet Grade Level" for improvement, and an intentional push for Economically Disadvantaged students and Emergent Bilingual (EB) students/English Learners (ELs) to achieve "Meets Grade Level or above" due to their significance in the "Closing the Gaps" domain.

Strategy's Expected Result/Impact: Improved Retest Growth for U.S. History EOC assessments, with a higher percentage of students achieving Approaches Grade Level or above in the current cycle, demonstrating effective targeted interventions for re-testers and struggling learners.

Increased participation and an increase in the Advanced/Dual-Credit Course Completion Rate in Social Studies for students in grades 9-12. These contribute to the campus's eligibility for the Academic Achievement Distinction Designation.

Artifacts (Progress Monitoring):

Diagnostic assessment reports for Social Studies, utilized to identify specific student learning gaps and tailor interventions.

Intervention group rosters and progress logs for students receiving targeted small-group or individualized support in Social Studies content and skills.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will provide ongoing professional development for Social Studies teachers and implement a robust progress monitoring plan.

Offer professional development for Social Studies teachers on effective strategies for teaching complex historical analysis, developing advanced analytical writing skills, and differentiating instruction to support all learners.

Implement a regular progress monitoring plan that includes formative assessments, benchmark assessments aligned to STAAR rigor, and analysis of student performance at "Meets" and "Masters" levels in Social Studies.

Collaborate with content area teachers to reinforce reading comprehension and academic writing skills in all subjects, including Social Studies, ensuring a consistent approach to literacy development across the campus.

Focus Groups : All students, with targeted support for Emergent Bilingual (EB) students/English Learners (ELs) and Economically Disadvantaged students.

Strategy's Expected Result/Impact: Teachers will demonstrate increased proficiency in implementing high-leverage instructional strategies for Social Studies, such as incorporating academic vocabulary, fostering mathematical discourse (adapted to historical discourse), and problem-solving (adapted to historical problem-solving/analysis).

Consistent improvement in overall Social Studies proficiency across all student groups as measured by ongoing assessments, which will contribute to a stronger Student Achievement Domain score (through the STAAR component) and indirectly support goals in the Closing the Gaps Domain.

Artifacts (Progress Monitoring):

Professional development sign-in sheets, feedback forms, and professional learning community (PLC) agendas/minutes documenting Social Studies-specific training on content, pedagogy, and data analysis.

Regular data analysis meeting notes (bi-weekly, monthly, quarterly) focusing on Social Studies performance trends by student group and instructional adjustments made based on this data.

Staff Responsible for Monitoring: Campus Principal

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Parent/Teacher Conferences
Events Conducted
Website Documentation

Strategy 1 Details
<p>Strategy 1: Utilize ParentSquare and Parfaits to inform all parents and students of Peter Hyland activities and events.</p> <p>Strategy's Expected Result/Impact: There will be weekly announcements communicated through ParentSquare about activities being held at Peter E. Hyland Empower Academy.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: The student's parent must attend the orientation meeting with the student when the student enrolls at the Peter Hyland Empower Academy to communicate expectations and goals.</p> <p>Strategy's Expected Result/Impact: All students will receive an overview of the standards and expectations for Peter E. Hyland Empower Academy before enrolling.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: The campus will conduct a graduation plan meeting with every student and parent upon enrollment to ensure all stakeholders understand graduation requirements, timelines, and support systems from day one.</p> <p>Strategy's Expected Result/Impact: Students and parents awareness of academic needs and requirements for graduation.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 4 Details
<p>Strategy 4: The campus will host targeted events that actively engage parents in their student's academic journey and campus life to strengthen the home-school connection and increase parent investment in student success.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement with campus by 25%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>

Strategy 5 Details

Strategy 5: Develop and maintain partnerships with local businesses, colleges, and community organizations to support student achievement and real-world readiness by expanding learning opportunities beyond the classroom and connecting students with community resources and career pathways.

Strategy's Expected Result/Impact:

These partnerships will result in increased student access to academic and career resources, leading to higher levels of engagement, goal-setting, and postsecondary preparedness. By the end of the school year, at least 75% of students will have participated in a partner-supported activity, and feedback surveys will indicate improved student awareness of career and college pathways.

Staff Responsible for Monitoring: Campus Principal

Strategy 6 Details

Strategy 6: Provide crisis and community intervention awareness through Communities In Schools (CIS) case management services in order to address non-academic barriers to learning by connecting students and families with support services to promote academic success and emotional well-being.

Strategy's Expected Result/Impact: Through targeted CIS case management, students facing challenges will receive timely support, resulting in improved attendance, reduced discipline incidents, and increased academic engagement. By the end of the year, 80% of CIS-participating students will demonstrate improvement in one or more tracked areas (attendance, behavior, coursework), and families will report increased awareness of available resources.

Staff Responsible for Monitoring: Campus Administrators

Strategy 7 Details

Strategy 7: Provide quarterly mental health awareness meetings to educate families on available resources and support options to increase parent and student awareness of mental health topics and connect families with tools to support emotional and behavioral wellness.

Action Steps:

- *Schedule at least four mental health-focused sessions (in-person or virtual) throughout the school year.
- *Partner with counselors, CIS, and local mental health professionals to lead sessions and provide take-home resources.
- *Offer translated materials and child care, if needed, to increase attendance and accessibility.

Strategy's Expected Result/Impact: Regular mental health sessions will empower families to identify early signs of emotional distress and seek support proactively. By year's end, 90% of participating families will report increased awareness of mental health resources, and at least 25% of students will be referred to and connected with appropriate support services as a result of these sessions.

Staff Responsible for Monitoring: Campus Administrators, Counselor

Strategy 8 Details

Strategy 8: Partner with CRCU and Purfect Love Fellowship to provide mentorship, safe spaces, and campus culture support for students and staff to foster a positive and encouraging environment through intentional community involvement that supports student success and staff morale.

Action Steps:

- *Coordinate mentoring opportunities, small group sessions, and recognition events led by CRCU and Purfect Love Fellowship.
- *Invite partners to participate in student celebrations, motivational talks, and wellness initiatives.
- *Create a calendar of partner-supported activities to align with key academic and social milestones.

Strategy's Expected Result/Impact: By leveraging these partnerships, students will feel more supported and connected, contributing to improved behavior, motivation, and academic progress. Staff morale will also improve through collaborative events and appreciation efforts. By the end of the year, student surveys will reflect an increase in feelings of belonging and support, and partner-led programs will contribute to a measurable decrease in discipline referrals and increase in student attendance.

Staff Responsible for Monitoring: Campus Administrators

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

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

Strategy 1 Details
Strategy 1: Staff will work to recover students who have not returned to school by the fall snapshot date. Strategy's Expected Result/Impact: Reduce dropout rate by 10%. Recover potential dropouts within the first six weeks of school. Staff Responsible for Monitoring: Campus Administrators, Counselors, and CIS
Strategy 2 Details
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 by 10%. Staff Responsible for Monitoring: Campus Administrators & Teachers
Strategy 3 Details
Strategy 3: Provide one on one date reviews with students and set performance goals. Strategy's Expected Result/Impact: Improve state test scores by 10%. Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Meet with each student for goal setting and post-secondary planning through out the year. Strategy's Expected Result/Impact: Each student will be provided a credit evaluation each year. Staff Responsible for Monitoring: Campus Administrators, Counselor
Strategy 5 Details
Strategy 5: Teachers will provide supplemental support to students that are identified as GT, ESL, etc. Strategy's Expected Result/Impact: Increase student academic success Staff Responsible for Monitoring: Principal

Strategy 6 Details
<p>Strategy 6: Teachers will set target dates for completion of self-paced courses and provide updates on the students progress every three weeks.</p> <p>Strategy's Expected Result/Impact: Increase the completion rate of courses by 25%. Contact logs will be used to track student progress every three weeks.</p> <p>Staff Responsible for Monitoring: Campus Administrators, teachers, and counselors</p>
Strategy 7 Details
<p>Strategy 7: Review attendance concerns and hardship situation in the weekly student support meeting.</p> <p>Strategy's Expected Result/Impact: Improve attendance by 10% and identify barriers.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: Students that demonstrate a need for a flex schedule will be identified and provided the opportunity to participate in optional flex schedule programming.</p> <p>Strategy's Expected Result/Impact: Reduce dropout rate by 10% and maintain an attendance average of 80%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 9 Details
<p>Strategy 9: Provide night school sessions and morning sessions for attendance recovery.</p> <p>Strategy's Expected Result/Impact: Reduce loss of credits by 10%. Increase graduation rate by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 10 Details
<p>Strategy 10: Students will receive awards and incentives for course completions at a monthly student celebration.</p> <p>Strategy's Expected Result/Impact: Course completions will increase by 10% each semester.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 11 Details
<p>Strategy 11: Utilize the student support team to assist in campus crisis.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, SST Team</p>

Strategy 12 Details
<p>Strategy 12: Students will participate in Character Strong/Hello instruction that will address social and emotional well being once a week.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals on campus by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor & Teachers</p>
Strategy 13 Details
<p>Strategy 13: All students will participate in conflict resolution sessions to help resolve problems.</p> <p>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 and reducing student conflict by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p>
Strategy 14 Details
<p>Strategy 14: Monitor the campus discipline data to address areas of concern.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 15 Details
<p>Strategy 15: Provide student assembly supporting anti-bullying activities bi-weekly.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying incidents by 20%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 16 Details
<p>Strategy 16: Anti-bullying committee will meet to review bullying concerns.</p> <p>Strategy's Expected Result/Impact: Anti-bullying meetings will meet once every 9 weeks. Committee logs and reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p>
Strategy 17 Details
<p>Strategy 17: 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: All students begin to plan for post-secondary studies.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p>

Strategy 18 Details
<p>Strategy 18: Schedule opportunities for students to take the PSAT, ACT, TSI, ASVAB testing during school hours.</p> <p>Strategy's Expected Result/Impact: Increase number of students taking the PSAT, ACT, TSI, Pre ACT, and ASVAB test by 25%.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p>
Strategy 19 Details
<p>Strategy 19: All students will apply for college through Apply Texas and complete FAFSA.</p> <p>Strategy's Expected Result/Impact: Over 95% of the students will complete general college application and apply for FAFSA.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p>
Strategy 20 Details
<p>Strategy 20: Campus will provide monthly college and career events for students.</p> <p>Strategy's Expected Result/Impact: Students become more knowledgeable about college opportunities.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p>
Strategy 21 Details
<p>Strategy 21: Students will be given the opportunity to participate in campus organizations: Student Council, CSU, Student Ambassadors, Spanish Club, STEM Club.</p> <p>Strategy's Expected Result/Impact: There will be a 10% increase in student participation in campus organizations.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Teacher documentation, classroom rosters

Strategy 1 Details
Strategy 1: 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. Strategy's Expected Result/Impact: Hire highly effective staff Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Provide an extensive mentor program for new teachers that provide support and training events monthly. Strategy's Expected Result/Impact: Decrease teacher turnover rate by 50%. Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: 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 within 30 seconds. Staff Responsible for Monitoring: Campus Administrators, Nurse
Strategy 4 Details
Strategy 4: All teachers will design and implement quality lesson plans that will align with the districts scope and sequence. 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. Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: The Professional Learning Community will be established to address the needs of students. Strategy's Expected Result/Impact: Teachers and administrators will meet every 3 weeks to evaluate the needs of students. Staff Responsible for Monitoring: Campus Administrators & Teachers

Strategy 6 Details
Strategy 6: Provide the staff with ongoing training to help address the social and emotional needs of our students. Strategy's Expected Result/Impact: Reduce discipline referrals and classroom disruptions by 10%. Staff Responsible for Monitoring: Campus Administrators
Strategy 7 Details
Strategy 7: Administrators will conduct a minimum of 10 observations per week and provide feedback to five teachers. Strategy's Expected Result/Impact: Improve student outcomes and teacher growth. Staff Responsible for Monitoring: Campus Administrators

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that will address at-risk student academic improvement.</p> <p>Strategy's Expected Result/Impact: Improved performance on state assessment and district assessments by 10%.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: AEP Staff and program support costs for campus - Coordination of Local and State Funds - SCE AEP Funds - \$1,900,000</p>
Strategy 2 Details
<p>Strategy 2: Pregnancy Related Services State Program - Provide the required academic support for eligible students during prenatal and postpartum periods with a range of optional support services such as counseling, health services, transportation, and parenting education.</p> <p>Strategy's Expected Result/Impact: Address the unique challenges faced by pregnant and parenting students, ensuring they receive equitable access to education and the resources needed to thrive</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Costs for PRS Staff, Program materials, and Transportation - Coordination of Local and State Funds - PRS Funds - \$300,000</p>
Strategy 3 Details
<p>Strategy 3: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Costs for Staff and Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$85,000</p>

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	AEP Staff and program support costs for campus	SCE AEP Funds	\$1,900,000.00
5	2	2	Costs for PRS Staff, Program materials, and Transportation	PRS Funds	\$300,000.00
5	2	3	Costs for Staff and Supplemental instructional materials	Special Education Funds	\$85,000.00
Sub-Total					\$2,285,000.00