

Prosper Independent School District
Prosper High School
2021-2022 Campus Improvement Plan



Mission Statement

The Mission of Prosper Independent School District is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly learning environment in the community that lives its name.

Vision

Grounded by Tradition, Soaring to New Beginnings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Prosper ISD is home to fourteen elementary campuses (Baker, Boyer, Bryant, Cockrell, Folsom, Furr, Hughes, Johnson, Light Farms, Reeves, Rucker, Spradley, Stuber, and Windsong) and four middle school campuses (Hays, Reynolds, Rogers, and Rushing). The 2020-2021 school year marks the second year of multiple high schools in Prosper ISD, with Prosper High School (PHS) and Rock Hill High School (RHHS) serving students in grades 9-12 as sister high schools.

Throughout the 2020-2021 school year, pride in Prosper schools remained as enrollment across the district continued to rise, even amidst a global crisis involving virtual and in-person learning and the challenges that accompany learning during a pandemic.

As PHS looks to the 2021-2022 school year, we are excited about the opportunity to continue our focus on instructional growth and on the social-emotional health of our students and staff through an intentional focus on how we can connect and grow after a challenging school year.

Student Demographics (as of 8/1/21)

Total PHS Enrollment: 3228

Total Number of 9th Graders: 927

Total Number of 10th Graders: 850

Total Number of 11th Graders: 792

Total Number of 12th Graders: 659

Enrollment by Ethnicity

Asian: 8% (251 students)

African-American: 8% (267 students)

American Indian: 0%

Hispanic: 14% (460 students)

Pacific Islander: 0%

Two or More Races: 7% (229 students)

White: 62% (2014 students)

Enrollment in Special Populations

Students in Gifted and Talented: 9% (301 students)

Students in Special Education: 7% (233 students)

Students identified as English Language Learners: 1% (38 students)

Enrollment by Gender

Female: 1605 students

Male: 1623 students

Economically Disadvantaged:

Students coded 01-Free: 6% (178 students)

Students coded 02-Reduced: 1% (39 students)

Demographics Strengths

Prosper High School's increasing diversity across culture, race, and city of origin adds to our beauty. By living out our campus vision to "Connect and Grow" with one another and with our community at large, our community will only become stronger.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff diversity in relation to student demographics is not comparable. **Root Cause:** Applications for positions do not have the depth of diversity to meet the growing needs of PHS.

Student Learning

Student Learning Summary

Prosper High School is dedicated to Academic and Career Readiness and Student Achievement at high levels. Our students continue to prove their academic readiness in various ways. Many graduates applied and were accepted into Tier 1 schools. Data from state and nationally normed assessments, including the Scholastic Aptitude Test (SAT), American College Testing (ACT), and the December retest of the State of Texas Assessment of Academic Readiness (STAAR), indicate that PHS students are achieving at higher academic levels than their state and national peers, even amidst the trials of learning during a global pandemic.

Student Learning Strengths

Prosper High School students continue to score above state and national averages in Advanced Placement, SAT, ACT, and STAAR. PHS continues to have an exceptional number of students attending four year universities successfully straight out of high school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based upon academic report data, PHS needs a renewed focus on varied and authentic ways to assess student understanding. **Root Cause:** Assessments are not always immediately responsive to varied student needs.

School Processes & Programs

School Processes & Programs Summary

For the 2021-2022 school year, Prosper High School has adopted the vision of “Connect and Grow.” As we return to all in-person learning, we will be welcoming close to 1000 freshmen students, hundreds of new-to-the-district families, and a host of students who have not been in a physical school building for many months. As a result, this school year marks a perfect storm of realities for our campus: a change in instructional mode for many students, extremely fast growth, and a new “feel” to the campus as all students return to the building. PHS is committed to embodying our vision of “Connect and Grow” so that we can ensure that we meet our students' instructional, curricular, organizational, and administrative needs, as well as intentionally tend to the needs of our staff.

At Prosper High School, all teachers meet federal and state requirements for the highly qualified designation, a standard that sets high expectations for learning and is one way that we are able to continually grow our students. PHS will open the 2021-2022 school year with over 200 certified teachers. As of August 1st, PHS employed just over 240 total employees including professional staff and paraprofessional staff. Our high staff retention rate is another indicator of our commitment to connecting and growing our staff.

Additionally, to further their own growth, PHS staff is required to obtain a minimum of 18 hours of documented, job-applicable professional development. Ongoing professional development is based on staff needs as identified through the Campus Improvement Plan and is provided to staff through teacher leaders, campus job-embedded teams (JETs), campus administration, curriculum coordinators, instructional coaches and the Curriculum Directors.

Prosper High School recognizes the importance of a guaranteed and viable curriculum in helping all students succeed in high school and beyond. For that reason, teacher teams connect and grow together weekly in Professional Learning Communities (PLCs) to ensure that students are learning state standards at high levels. PHS will continue to follow the PLC model of planning, assessment monitoring, and improving student performance through data-based instruction and intervention decisions. In implementing the curriculum, teachers place an increasing focus on learner-centered instruction that allows students time and space to apply their learning of the curriculum in real-world ways, particularly through Performance Tasks. The real-world application of Performance Tasks allows students to connect meaningfully to their learning and provides them with insights into future courses, interests, and careers. PLCs will continue to prioritize the use of Performance Tasks and other means of authentic assessment that veer towards application.

Additionally, Prosper High School is excited to continue its involvement with the curriculum writing process at the district level. Several times a year, select teachers work with the Secondary Curriculum Team to fine-tune curriculum guides based on their work and findings in PLCs. The collaborative effort between campus teachers and Curriculum and Instruction ensures that as our enrollment continues to rise across multiple campuses, students in parallel courses are all accessing the standards at high levels.

For the upcoming school year, Prosper High School is aligned as a UIL 6A school for the fourth year in a row. PHS will be on an A/B Block Schedule with a daily Eagle Time built into the daily schedule. Eagle Time provides over 120 minutes per week of extra time for students. Eagle Time allows time and space during the school day for additional tutoring, Response to Intervention(RtI), and for extension opportunities.

PHS requires 26 credits to graduate. With eight class options per year along with summer school acceleration classes, PHS students have ample opportunity for electives outside of the 4x4. To best serve students, PHS will have 6 full-time counselors, one testing coordinator/administrator, and 7 full time administrators, including 6 Assistant Principals and the Campus Principal.

Prosper High School offers 16 athletic sports that include freshmen, junior varsity, and/or varsity options. Additionally, PHS offers over 45 clubs and organizations , 29 academic teams, 31 fine arts options, and more than 90 CTE courses.

Prosper High School has a dual credit partnership with Collin College. For the 2021-2019 school year, students at Prosper High School could register for dual credit courses at our partner institution, potentially earning up to 42 college credit hours from a wide variety of course options in both core subjects and career and

technology subjects. New technical courses added during the last two years have shown substantial growth, with additional class sections added for the 21-22 school year, including Patient Care Technician, EKG certification, Rehabilitation Aid, and several stand-alone health science classes. Unfortunately, the cautions required due to the

COVID-19 pandemic have caused the temporary suspension of the EMT program due to lack of training facilities willing to partner with Collin College to serve our students. We will bring this program back as soon as our college partner is able to secure facilities for training. In 2020-2021, in conjunction with Collin College, approximately 330 PHS students filled approximately 1050 seats* during both semesters in dual credit classes with greater than 99% of enrolled students finishing all courses, earning both college and high school credit. Looking at combined dual credit enrollment with Rock Hill High School (all 20-21 dual credit students joined the program as students at Prosper High School), this represents about a 28% increase in program participation from the 2019-2020 school year.

*Some students participated in single semester classes or only enrolled in one semester of a two semester course.

In the spring of 2021, Prosper High School offered 1299 AP exams associated with 29 courses. In the spring of 2019, Prosper High School administered 1608 AP exams associated with 28 courses, reflecting significant per capita increase in participation year over year, while accounting for the student body-split with the new high school. Overall, just over 77% of test takers earned a qualifying score of 3 or better on all exams. Due to extended windows for this national testing, AP test data available at the time of this report does not include information from 2021 administration windows three and four.

Prosper ISD is a Google Reference District, and as a result, Prosper High School is a Google Classroom school. Through their Google accounts, students are able to turn in assignments, receive reminders of upcoming assignments, and access reviews and test dates to support families as students strive for educational excellence. Additionally, all PHS classrooms have updated Promethean boards and projectors to reinforce the relationship between instruction and technology. The previous school year, where virtual learning access was the norm, yielded a host of beautiful tools, resources, and ways of being that teacher teams and the Future Ready Designers will build upon throughout this year in order to support students' continual growth.

One unintended but beneficial consequence of learning during the past year was the incorporation of 1:1 technology for students. All PHS students are provided the use of a district-issued Chromebook for use in class and at home. New this year, all PHS teachers have a district-issued laptop at their disposal. In addition to the 1:1 technology provided to students and teachers, PHS has computers in The Nest (our library) and 12 computer labs, some outfitted with specialized machines to accommodate the needs of special programs such as video editing and music theory.

Many teachers regularly use district-approved outside technology applications for their classrooms, such as podcasts and assorted tech tools to enhance their connection with students or to grow their students' knowledge-base. PHS teachers and students alike take advantage of the varied technological opportunities provided at PHS, and the technology and IT teams work diligently to ensure that all personnel have working technology.

School Processes & Programs Strengths

When adding positions at Prosper High School, PHS recruited individuals exhibiting excellence in their field for each new and replacement position. Teachers were included in the interview process and had significant input in the hiring process. In order to recruit highly qualified teachers, PHS utilizes the following recruitment opportunities:

1. University of North Texas (student teaching)
2. PHS Ready, Set, Teach program offering students who participate in the program an opportunity to return to the district and teach
3. Region 10
4. Recruit and Hiring opportunities at state and regional universities to attract future student teachers and potential teachers

5. LinkedIn & other Social Media Platforms
6. Area job fairs, including a virtual hiring fair this past spring

Prosper High School boasts a high retention rate for both professional staff and paraprofessional staff which is owed in large part to:

1. Salary and benefits program
2. First Year Mentor Program
3. New to Prosper Mentor Support
4. Job-Embedded Teams (JETs)
5. Curriculum Coach Support

Prosper High School graduates experience success in their higher education environments due to the rigor and alignment of PHS classes. Additionally, offering 30 AP Courses and over 700 seats in on-campus Dual Credit courses, Prosper High School offers a curriculum that can challenge even the most dedicated learner. With eight class credit options every other day at PHS each year via block schedule, a four-year Senior is given numerous opportunities to engage in Career and Technology Education (CTE) and other classes needed to graduate under any endorsement area. The campus master schedule is created to provide shared planning and collaboration time among subject area PLC teams, thereby contributing to the academic success of all students. Daily opportunities are available for teacher assistance, and support within the school day during Eagle Time will provide another avenue for all students to succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Prosper High School needs to continue to fine-tune teacher clarity around student learning goals and to develop and improve assessments that are authentic and responsive to ever-changing student needs. **Root Cause:** Rapid student growth leads to the need for more teachers and for existing teachers to shift teams to accommodate student scheduling needs.

Problem Statement 2: PHS needs to continue to intentionally find ways to connect its school community. **Root Cause:** Tackling rapid student growth in the aftermath of the first full teaching year during a global pandemic means there are many students who have not been in a school building for over a year.

Perceptions

Perceptions Summary

The Prosper High School 2021-2022 campus vision and motto of “Connect and Grow” focuses the work we have begun in building a school culture that is positive, affirming, and collaborative. It extends the reach of the Prosper ISD Graduate Profile and shows up in practical ways throughout our campus.

The Social-Emotional Team (SET), the Student Welcoming Committee (SWC) and the Hope Squad are two expressions of our commitment to the social and emotional well-being of our students. Additionally, to reinforce connection amongst students and staff, PHS students will spend dedicated time during the first few days of the 2021-2020 school year in class-embedded team-building activities that both build connection and teach students how to return to learning in this new year. To continue the work of building connection, PHS is instituting Homerooms that will meet on A-day Fridays throughout the year. This will provide students yet another point of connection with an adult and other students, and it will also serve as the vehicle through which teachers can share important lessons on soft skills.

To create a climate where students are ready and able to learn, PHS staff will make students aware of and consistently abide by the Student Handbook and Student Code of Conduct. Holding tight to these documents establishes clear expectations which will result in both a low number of major discipline issues and help to build trust amongst and responsibility within our students.

School safety is a priority on the PHS campus. The Prosper ISD Police Department houses two officers on the PHS campus. These officers build positive relationships with students throughout the year.

Students are encouraged to get involved in their school through participation in co-curricular and extra-curricular activities. PHS offers a variety of athletic teams, academic teams, career prep programs, and 45 clubs and organizations. Students have the opportunity to be involved in the community through Senior Citizen Luncheon, ScienceTechnology Engineering Arts and Math (STEAM) Expo, the PHS Homecoming Parade, Stuff the Bus, the Pink Out Pep Rally, the Mentoring Program, and Relay for Life among other events. We are committed to connecting students with each other and with staff, and as part of that effort will continue the work we began in the previous school year of auditing our club and team rosters to discover which students need a point of connection here on campus and then inviting them to join a club that matches their interests.

Prosper High School is proud to have a Parent Teacher Organization (PTO) that supports PHS by consistently investing in student and educator success. Committed to helping students while rewarding and recognizing teachers, our PTO meets monthly to plan and coordinate a variety of activities for both students and teachers. Additional opportunities for parents to connect with PHS include WatchDog Dads (and Moms) which will be making its return this school year, and the Parent Welcoming Committee, a newly formed group of parent volunteers who “adopt” new-to-the-ISD families via calls, emails, and several in-person, campus-sponsored informational social events.

Perceptions Strengths

In alignment with the Graduate Profile, PHS students are known for honoring and respecting each other, guests, community members, and PHS staff members. In order to honor student and faculty achievements, accolades are given through social media, Eagle Nation News, school announcements, and assorted school publications. PHS Student Leaders provide opportunities and challenges for their peers to give back to local, state, and national communities. Student Leaders are provided opportunities to develop ideas in areas of leadership, spirit, community involvement, and clubs and organizations. Students take the lead in almost all of our clubs and organizations which builds leadership capacity in themselves and in others.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: It will be a challenge to re-connect students to each other and to the staff in our year following the virtual and in-person learning modes. **Root Cause:** Many students are either new to the building or have not been in a school building for the better part of a year, so it will be a paradigm shift for the school having so many students back on campus and all at varying degrees of comfort.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Goal 1: Provide all learners an engaging and innovative approach to education that reaches the specific needs of each learner.

Performance Objective 1: Throughout the school-year, teachers provide multiple avenues of learning the essential standards for students, paying special attention to closing learning gaps for students returning from virtual learning.

Targeted or ESF High Priority

Evaluation Data Sources: Evaluation Data Sources:

- Administrator presence in PLCs
- Walkthroughs
- Learning walks
- Virtual student feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Frequent collaborations with Curriculum and Instruction teams, Future Ready Designers, administration, and PLCs.</p> <p>Strategy's Expected Result/Impact: -No discrepancy between formerly virtual and in-person learning opportunities and student outcomes</p> <p>-Students take ownership of their learning.</p> <p>Staff Responsible for Monitoring: Administrators Team Leads Department heads Classroom teachers</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Performance Objective 1: By the end of the 2021-2022 school year, 100% of Prosper High School students will be connected to PHS via activities, sports, clubs, organizations that support and develop their personal interests and leadership potential.

Evaluation Data Sources: Affective data surveys
 Homeroom surveys
 Involvement audit

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prosper High School will create multiple opportunities for students to familiarize themselves with all available curricular, co-curricular, and extra-curricular activities through Homerooms, club fairs, and House monitoring of student involvement.</p> <p>Strategy's Expected Result/Impact: 100% of students will be connected to the school through either curricular or extra-curricular participation in campus offerings.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Clubs and Organization Sponsors Student Leaders</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Develop and implement a meaningful assessment system that informs and inspires students and educators to work toward continuous improvement and growth to transform teaching and learning.

Performance Objective 1: Throughout the year, Professional Learning Communities (PLCs) will use the Understanding by Design (UbD) framework to guide the recursive instruction-assessment-remediation cycle.

Evaluation Data Sources: PLCs
Demonstration of student learning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLCs will begin with the end in mind by planning demonstrations (formative and summative) of learning that are authentic and followed by instruction that is responsive to student needs.</p> <p>Strategy's Expected Result/Impact: District-provided CFAs (where applicable) and team-created CFAs will guide discussions in PLCs. Students are active participants in their own learning. Teachers adjust their instruction based on feedback from formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers Administration Curriculum Team</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 1: During the 2021-2022 school year, Prosper High School PLCs, communications, and coursework will include Future Ready Designers and skills learned from a year of virtual learning.

Evaluation Data Sources: Homeroom lessons and feedback regarding digital citizenship practices

Effective use by teachers, students, and parents of various platforms such as Skyward, email, the Eagle Landing, and the PHS website.

Ongoing monitoring of collaboration between members of the school community

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers will utilize provided training to support virtual and in-person learners.</p> <p>Strategy's Expected Result/Impact: Teachers implement best practices in instruction and communication.</p> <p>Staff Responsible for Monitoring: Future Ready Designers Administration Curriculum Team</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 2: Students will follow digital-aged practices and digital citizenship standards within the one-to-one model.

Evaluation Data Sources: Go Guardian

Teacher surveys

Discipline data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educate students, parents, and teachers on ethical and effective technology use in school and beyond through classroom guidance, Eagle Nation News stories and other informational resources.</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary issues surrounding digital citizenship through network monitoring</p> <p>Staff Responsible for Monitoring: Future Ready Designers Administration Teachers</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Performance Objective 1: Prosper High School staff will give and receive ongoing, embedded professional development using mechanisms already in place: PLCs, Future Ready Designers, JETs/learning walks, district personnel, and job-related conferences, when applicable.

Evaluation Data Sources: Noticeable relevant changes in campus practices

Teacher and student reports of teacher clarity regarding student learning objectives and expected behaviors and processes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage staff to request and lead additional professional learning, including increased participation in district-led book studies.</p> <p>Strategy's Expected Result/Impact: Building capacity of campus staff as leaders Continual learning for all staff members</p> <p>Staff Responsible for Monitoring: Administration Curriculum Team District Personnel</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Throughout the school year, Prosper High School will partner with its families to ensure a solid family-school connection.

Evaluation Data Sources: Parent Welcoming Committee feedback (from PWC members and new-to-PHS families)
PTO membership and involvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through an intentional focus on our campus vision of "Connect and Grow, " PHS will use social media, newsletters, and consistent communication to the community to highlight opportunities for parents to participate on campus and to be advocates for the good at PHS.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Increased capacity of families' ability to support student learning and social-emotional health.</p> <p>Staff Responsible for Monitoring: Administration SBDM Families</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: After receiving training on recognizing and preventing emotional and social safety issues (i.e. bullying, suicide awareness, harassment, cyber safety), PHS will empower students to lead in its further recognition and prevention.

Evaluation Data Sources: Reports of bullying/cyberbullying and violations of Acceptable Use Policy
 Student affective surveys
 Hope Squad data
 Homeroom data
 SET circle/restorative circle data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus staff and Homerooms will provide training on both legal requirements and best practices for bullying, suicide prevention, harassment, cybersafety and abuse.</p> <p>Strategy's Expected Result/Impact: Social-emotional best practices taught and implemented in classrooms (especially during Homeroom)</p> <p>Staff Responsible for Monitoring: Counselors Administration Hope Squad sponsors Teachers Students PISD police</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 2: PHS will provide staff with safety and security protocols by implementing consistent training programs for students, staff, and parents that address physical safety and emergency procedures in collaboration with PISD Police and local authorities.

Evaluation Data Sources: Students and Staff follow appropriate timing and procedures during emergency drills and in any real life emergency that may arise.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PHS will have monthly fire drills as well as drills involving lock down, active shooter and weather warnings to educate and practice proper protocols for dangerous situations.</p> <p>Strategy's Expected Result/Impact: All drills will be completed successfully and any real issues that arise will be handled according to protocol.</p> <p>Staff Responsible for Monitoring: All Campus Personnel</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 3: PHS will provide support to meet the unique needs of our students.

Evaluation Data Sources: Inclusive clubs (example: Model UN)

Participation in trainings/events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PHS will support student initiatives to celebrate the individual differences represented within our school community.</p> <p>Strategy's Expected Result/Impact: Clubs that take leadership/charge of year-long acknowledgement of specific contributions Positive school cultural change</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative		
	Oct	Feb	May
<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>			

Addendums