

**2019-2020 Clyde Intermediate**

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CAMPUS IMPROVEMENT PLAN

## **Clyde Intermediate School Campus Improvement Plan**

### **2019-2020 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Clyde Intermediate School conducted a comprehensive needs assessment for the 2019-2020 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Clyde Intermediate School include 24 teachers, 8 paraprofessionals, 3 non-classroom staff and 3 administrators. The student population is 80% White, 2% African American, 15% Hispanic, 0% Asian, 2.3% Two or More Races and 0% Native American. Additionally, the campus serves 55.2% economically disadvantaged students, 14% special education students, and 0% Limited English Proficient students. Attendance rates include 93.2% African American, 94.6% Hispanic, 95.4% White, and 96% economically disadvantaged. The most current data indicate the campus has a 4.89% mobility rate.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

Upon review of this data, several findings were noted. These findings include:

The largest special population group is Low Socio-Economic. The attendance rate for each subpopulation shows no discrepancies.

Areas of need include:

Continued improvement in attendance to reach Campus Distinction.

#### **Student Achievement**

The following data was reviewed in relation to Student achievement: STAAR and Unit Assessment data from 2019 - 2020

Upon review of this data, several findings were noted. These findings include:

Areas of need include: STAAR

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## **Goals for the 2019 - 2020 School Year:**

### **Math**

- Improve Domain One Average on STAAR assessment - 3rd grade by 5 percent, 4th grade by 5 percent, 5th grade by 5 percent
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Matific
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Taci Motz) Mon/Tues/Wed/Thur - during Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

### **English Language Arts Reading**

- Improve Domain One Average on STAAR Writing assessment - 4th grade by 3 percent
- Improve Domain One Average on STAAR Reading assessment - 3rd grade by 4 percent, 4th grade by 4 percent, 5th grade by 4 percent.
- 85% of our students will meet their individual word count goal through AR by May 15, 2020.
- Campus Book of the Month, classroom novel every Friday (8- 8:30)
- Continue The Writing Academy in 3rd/4th/5th - Teachers trained at KEMA and webinar trainings throughout the year.
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Reading Plus, Myon
- Continued support with Accelerated Reader.
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

### **Science**

- Improve Domain One Average on STAAR Science assessment - 5th grade by 5 percent.
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

### **Social Studies**

- Improve Meets for each unit assessment.
- Data Walks with 5th Social Studies teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

### **School Culture, Climate, and Organization**

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Campus Improvement meetings, Site Base Decision Making Committee, BIG (Positive Behavior Support) Meeting and our Lighthouse committee

Upon review of this data, several findings were noted. These findings include:

Our students, staff and parents feel welcomed and safe within our school building. Our students are coming to school with more emotional and behavior issues. Our staff will work together using Leader In Me to address and help the students grow emotionally as well as academically. Our teachers took strong steps to make positive connections with the students and their parents - we will continue and grow the steps and connections. Our PTO organization continued growing the connections between school and parents. Setting goals and creating a plan to reach our goals will be a focus of our entire campus. We successfully held our first Leadership Day.

Areas of need include:

Continue to increase the number of volunteers and parent representatives in PTO. Continue to increase the positive connections between our staff and the parents and students. Continue with Leadership Night, Days and Student Led Conferences. Continued training and implementation with Leader In Me - focused on goals and tracking our goals in our Data Binders and our WIG board.

### **Staff Quality, Recruitment, and Retention**

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

Title I Highly Qualified Report, Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:

Clyde Intermediate Staff remains fairly consistent from year to year. We hired 2 new teachers for the 2019 - 2020 school year. - both spots due family relocating. We hired 2 new Instructional Aides. All teachers were highly qualified for the 2019 - 2020 school year.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.

### **Family and Community Involvement**

The following data was reviewed in relation to Family and Community Involvement: PTO, Title I Parent Surveys

Upon review of this data, several findings were noted. These findings include:

One hundred percent of the parents agree or strongly agree they are kept well informed of the activities at school and 89% agree or strongly agree Clyde Intermediate has high academic standards for all students. Seventy percent of parents prefer activities in the evening.

Areas of need include:

Have more activities for families during accommodating hours, especially the evening hours.

## Clyde Intermediate School Campus Improvement Plan

\*\*\* Denotes strategies for TIP

<b>District Priority:</b>					
<b>GOAL 1:</b>	Clyde Intermediate will hire Highly Qualified teachers which will promote and create an engaging learning environment for student success.				
<b>Strategy 1: ***</b> Hire Highly Qualified staff	<b>Action Step(s):</b> Implement the district interview questions and complete reference checks to identify top candidates.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz	2019-2020	Time, administration, staff	TTESS	
<b>Strategy 2: ***</b> Retain Highly Qualified staff	<b>Action Step(s):</b> Create an environment of support for all staff.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz	2019-2020	Time, administration, campus funds, monthly team building	Staff retention rates	
<b>Strategy 3: ***</b> Provide ongoing PD to increase effectiveness of educators and staff.	<b>Action Step(s):</b> Provide time (PLC, Faculty Meeting, Department PLC, Planning days, Data Walks) for content teachers to collaborate, review data assessments and plan.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, Region 14, TEPSA, PLC Training	Unit Assessments, STAAR results, MAPS, Stations, evaluation of PD by teachers and staff.	
<b>Strategy 4: ***</b> Provide staff with the needed resources and materials to deliver quality instruction to all	<b>Action Step(s):</b> Follow procedure for purchasing instructional materials.				

students.	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis, Jamie Munoz, Kelsey Watts, Janice Jones	2019-2020	Time, Budgets, Instructional resources	Budget reports	
<b>Strategy 5: ***</b> All teachers will use the TEKS Resource System as their guide for curriculum and instruction.	<b>Action Step(s):</b> We will use the TEKS Resource System - Scope and Sequence, Year at a Glance, Instructional Focus Documents.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis, Jamie Munoz, Angela Burson Paula Kinslow	2019-2020	Time, Budget	Unit Assessments, Benchmarks, Observations	

<b>Goal 2:</b>	Clyde Intermediate will provide training and incorporate strategies to enhance the learning process and engagement of all students.				
<b>Strategy 1: ***</b> Admin (Morphis/Munoz/Watts) Data Meeting - every Wednesday - Analyze and track campus assessment data.	<b>Action Step(s):</b> Dive into data - focusing/charting the individual student's data, breaking tested TEKS into quintile breakdown. Use the data to plan upcoming Data Walks and data focused conversations, walk through schedule, and looking for resources.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, staff, campus funds, Eduphoria, Maps, formal and informal observations	Data Binders, Unit Assessments, Benchmark	
<b>Strategy 2: ***</b> Data Walks with individual or department/grade level	<b>Action Step(s):</b> After each unit assessment, Mrs. Morphis, Mrs. Munoz, Mrs. Watts and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment.				

teachers within a few days of giving their Unit Assessments.	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data	
<b>Strategy 3: ***</b> Intervention Time - before school day	<b>Action Step(s):</b> Implement intervention time for students identified using STAAR, unit assessment data and benchmark. . Utilizing 1 computer labs and one classroom - providing tutoring through the computer program as well as one on one with the teacher.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, instructional staff, Reading Plus and IXL, Matific	State assessment data, unit assessment data	
<b>Strategy 4: ***</b> Intervention Time - during the school day <ul style="list-style-type: none"> <li>● Stations - within core classes</li> <li>● Build computer classes in the master schedule</li> <li>● FOCUS Friday (after the 2nd Six Weeks)</li> </ul>	<b>Action Step(s):</b> Classroom teachers using stations each six weeks to provide differentiated instruction and meeting the needs for small group instruction, repeated practice and reteach opportunities for students. Implement a scheduled intervention time within the master schedule for students. All 3rd - 5th grade students utilizing the computer lab 3-5 times during the week for intervention programs. FOCUS Friday - pull any students that has failed two or more six weeks to complete work and receive extra one on one time each Friday until they are passing consistently.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts Core Teachers	2019-2020	Time, instructional staff, campus funds, Reading Plus, IXL, Matific	State assessment data, unit assessment data	

<p><b>Strategy 5: ***</b> Intervention Time/ Character Building - DEAL Time</p>	<p><b>Action Step(s):</b> DEAL - a scheduled intervention time within the master schedule for students. 3 days each week focused on academic concerns, one day on character building (lessons led by counselor) one day for classroom novel read.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Kelsey Watts</p>		<p>2019-2020</p>	<p>Time, Reading Plus, IXL, Matific, Leader In Me, staff</p>	<p>attendance, improvement on scores, discipline reports</p>	
<p><b>Strategy 6: ***</b> Inclusion support for SPED students</p>	<p><b>Action Step(s):</b> Provide professional development and support for instructional aides, SPED, teachers and general education teachers regarding inclusion.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Jamie Munoz Kelsey Watts April Santiago</p>		<p>2019-2020</p>	<p>Time, instructional staff, campus/district funds, Title I</p>	<p>State assessment data, unit assessment data</p>	
<p><b>Strategy 7: ***</b> Response to Intervention</p> <ul style="list-style-type: none"> <li>• Reading - Celeste Self</li> <li>• Math - Taci Motz</li> </ul>	<p><b>Action Step(s):</b> Continue the RTI Program</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Jamie Munoz Kelsey Watts Celeste Self</p>		<p>2019-2020</p>	<p>Time, instructional staff, Read Naturally program, istation, Title I, Matific, IXL Math</p>	<p>State assessment data, unit assessment data</p>	
<p><b>Strategy 8:</b> Continue Kagan learning strategies</p>	<p><b>Action Step(s):</b> Send teachers to the Kagan learning strategies training. Continue our Kagan committee of the teachers trained, they create a staff development for our entire staff in August. Every other faculty meeting they teach the staff another strategy.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Jamie Munoz</p>		<p>2019-2020</p>	<p>Time, instructional staff, campus and</p>	<p>classroom observations</p>	



	<table border="1"> <tr> <td>Kelsey Watts Kagan Committee</td> <td></td> <td>district funds</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Kelsey Watts Kagan Committee		district funds							
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<p><b>Strategy 9: ***</b> Leader In Me - Continuous training and implementation of Goal setting with students and faculty. Goal setting, action plans, WIGS, Data Binders, Student Led Conferences</p>	<p><b>Action Step(s):</b> Continuous training and implementation of 7 Habits.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis Jamie Munoz Kelsey Watts Lighthouse Team</td> <td>2019-2020</td> <td>Time, instructional staff, /Leader In Me, campus and district funds</td> <td>Classroom observations, surveys, data from goals</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Kelsey Watts Lighthouse Team	2019-2020	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals	
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Jill Morphis Jamie Munoz Kelsey Watts Lighthouse Team	2019-2020	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals								
<p><b>Strategy 10: ***</b> Professional Learning Communities - PLC</p> <ul style="list-style-type: none"> <li>• Grade Level</li> <li>• Department</li> </ul>	<p><b>Action Step(s):</b> Grade Level PLCs will meet every other Thursday with Principal, AP, and Counselor and Technology (Angela Burson) - professional development based on the needs of the students. Department PLCs will meet each month with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis Jamie Munoz Kelsey Watts Angela Burson</td> <td>2019-2020</td> <td>Time, instructional staff, pulled resources, PLC Training</td> <td>Classroom observations, teacher surveys</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Kelsey Watts Angela Burson	2019-2020	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys	
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Jill Morphis Jamie Munoz Kelsey Watts Angela Burson	2019-2020	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys								
<p><b>Strategy 11: ***</b> Administration will set up procedures in place to address excessive absences and tardies.</p>	<p><b>Action Step(s):</b></p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis Becky Sivley Jamie Munoz</td> <td>2019-2020</td> <td>Time, Resource Officer, continuous mailouts.</td> <td>Attendance Log - contacts, letters</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Becky Sivley Jamie Munoz	2019-2020	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters	
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Jill Morphis Becky Sivley Jamie Munoz	2019-2020	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters								
<p><b>Strategy 12:</b> Continue the Robotics program</p>	<p><b>Action Step(s):</b> Encourage all students to be a part of the Robotics club</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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	Jill Morphis, Ashley Sanders, Becky Sivley Mike Neal	2019-2020	Time, Robotics coach, district funds	Success at Robotics competition and student participation	
<b>Strategy 13:</b> Increase UIL Academics participation and success	<b>Action Step(s):</b> Encourage all students to try out for and participate in UIL academics. Begin practice times in September				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jaime Aleman	2019-2020	Time, UIL coaches, district and campus funds	Participation records, student placing in the top at UIL competitions.	
<b>Strategy 14: ***</b> Use of TEKS Resource Management System in all core areas	<b>Action Step(s):</b> Core teachers following TEKS Resource, focusing on the IFD and the unit assessments. All core teachers completed a "data day" in August.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz	2019-2020	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments	
<b>Strategy 15:</b> Continue with BIG - positive behavior program - using Dojo. Implement 7 Habits into the positive behavior program.	<b>Action Step(s):</b> Provide structure and incentives for students who exhibit outstanding behavior. Continue to monitor using the Dojo system. BIG party held each six weeks for the students with positive points.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, staff, campus funds, Junior Lighthouse Team	Class Dojo system, number of students attending the BIG parties, number of student referrals	

<b>Strategy 16:</b> Update and implement updated EOP (Emergency Operations Plan)	<b>Action Step(s):</b> Students and staff will participate in monthly safety drills - SROP				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Morphis, Jill Jamie Munoz Kelsey Watts	2019-2020	Time, staff, campus funds, SROP, alternate location for evacuation	Drill schedule and logs	

<b>Goal 3:</b>	Clyde Intermediate will provide instruction that challenges, equips, and promotes students to be successful in the technological future.				
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<b>Strategy 1: ***</b> Continue daily use of all 3 computer labs, Chromebook labs, ipad labs	<b>Action Step(s):</b> Able to dedicate two classroom sets of chromebooks to each grade level. Continue to use all 3 computer labs on a daily basis within the master schedule, allowing students ample opportunity to labs or chromebooks.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Ashley Sanders	2019-2020	Time, Instructional staff, district and campus funds	lab time for students, TTM, iStation, IXL	

<b>Strategy 2: ***</b> Continued use of IXL, AR Reading, Reading Plus, Matific Addition of Myon	<b>Action Step(s):</b> Provide training and support for staff, implement the use of support programs for students.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts Ashley Sanders, Elizabeth Hansen Instructional Aide Math/Reading Teachers	2019-2020	Time, Instructional staff, computer labs, Reading Plus, IXL, Renaissance Learning, Matific	Data/reports available through the programs	

<b>Strategy 3: ***</b> Professional development	<b>Action Step(s):</b> Encourage and support staff to complete ongoing staff development.				
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focusing on technology <ul style="list-style-type: none"> <li>Added breakout sessions into Faculty Meetings</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="499 105 762 209">Person(s) Responsible</th> <th data-bbox="770 105 1152 209">Timeline</th> <th data-bbox="1161 105 1449 209">Resources</th> <th data-bbox="1457 105 1709 209">Formative Evaluation</th> <th data-bbox="1717 105 1919 209">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 215 762 388">Jill Morphis Angela Burson</td> <td data-bbox="770 215 1152 388">2019-2020</td> <td data-bbox="1161 215 1449 388">Time, instructional staff, district and Region 14 professional development</td> <td data-bbox="1457 215 1709 388">Completion of professional development, classroom observations</td> <td data-bbox="1717 215 1919 388"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Angela Burson	2019-2020	Time, instructional staff, district and Region 14 professional development	Completion of professional development, classroom observations	
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<b>Strategy 4: ***</b> Incorporating “tech time” into bi-weekly Grade Level PLC meetings	<b>Action Step(s):</b> Continue to incorporate “tech time” with Angela Burson during weekly PLC meetings with the core teachers. <table border="1"> <thead> <tr> <th data-bbox="499 472 762 576">Person(s) Responsible</th> <th data-bbox="770 472 1152 576">Timeline</th> <th data-bbox="1161 472 1449 576">Resources</th> <th data-bbox="1457 472 1709 576">Formative Evaluation</th> <th data-bbox="1717 472 1919 576">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 583 762 690">Jill Morphis Angela Burson</td> <td data-bbox="770 583 1152 690">2019-2020</td> <td data-bbox="1161 583 1449 690">PLC time, instructional staff, Mrs. Burson</td> <td data-bbox="1457 583 1709 690">Attendance of “tech time”, classroom observations</td> <td data-bbox="1717 583 1919 690"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Angela Burson	2019-2020	PLC time, instructional staff, Mrs. Burson	Attendance of “tech time”, classroom observations	
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<b>Strategy 5: ***</b> Classes will utilize ipads and Chromebooks to support learning in the classroom	<b>Action Step(s):</b> Each grade level has 15-20 ipads dedicated to the grade level to enhance their learning through frequent use of technology in the classroom. Chromebook chart <table border="1"> <thead> <tr> <th data-bbox="499 807 762 911">Person(s) Responsible</th> <th data-bbox="770 807 1152 911">Timeline</th> <th data-bbox="1161 807 1449 911">Resources</th> <th data-bbox="1457 807 1709 911">Formative Evaluation</th> <th data-bbox="1717 807 1919 911">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 917 762 1057">Jill Morphis Jamie Munoz</td> <td data-bbox="770 917 1152 1057">2019-2020</td> <td data-bbox="1161 917 1449 1057">District/Campus budgets, time</td> <td data-bbox="1457 917 1709 1057">Lesson plans, walk throughs and observations.</td> <td data-bbox="1717 917 1919 1057"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz	2019-2020	District/Campus budgets, time	Lesson plans, walk throughs and observations.	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jill Morphis Jamie Munoz	2019-2020	District/Campus budgets, time	Lesson plans, walk throughs and observations.												
<b>Strategy 6: ***</b> Bulldog News - on the news each day we will highlight the daily attendance, academic celebrations, Math Mania and AR Readers, Vocab of the Week, PE Question	<b>Action Step(s):</b> 5th grade students present Bulldog News live via the vbrick system. <table border="1"> <thead> <tr> <th data-bbox="499 1138 762 1242">Person(s) Responsible</th> <th data-bbox="770 1138 1152 1242">Timeline</th> <th data-bbox="1161 1138 1449 1242">Resources</th> <th data-bbox="1457 1138 1709 1242">Formative Evaluation</th> <th data-bbox="1717 1138 1919 1242">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1248 762 1356">Jill Morphis</td> <td data-bbox="770 1248 1152 1356">2019-2020</td> <td data-bbox="1161 1248 1449 1356">Time, screencastify</td> <td data-bbox="1457 1248 1709 1356">completion of Bulldog News</td> <td data-bbox="1717 1248 1919 1356"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis	2019-2020	Time, screencastify	completion of Bulldog News	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jill Morphis	2019-2020	Time, screencastify	completion of Bulldog News												

<b>Goal 4:</b>	Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership				
<b>Strategy 1:</b> Staff will utilize proper forms when purchasing any items - following our district procedures.	<b>Action Step(s)</b> All staff will fill out pre-requisite forms before making any purchase.				
<b>Strategy 2:</b> Monthly Activity Reports will be shared showing account balances.	<b>Action Step(s):</b> Activity accounts will be balanced monthly and reports shared				
<b>Goal 5:</b>	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.				
<b>Strategy 1: ***</b> Communicate with parents and community	<b>Action Step(s):</b> Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders, Dojo, ParentSquare-Twitter, Facebook				
<b>Strategy 2:</b> Meet the Teacher Night	<b>Action Step(s):</b> Participate in Meet the Teacher Night prior to the first day of school.				

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Janice Jones	2019-2020	Training, Time, Eduphoria	Budget Reports	

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Janice Jones	2019-2020	Time	Monthly Reports	

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Kelsey Watts, Becky Sivley Janice Jones Grade Level Teachers	2019-2020	Time, instructional staff	Attendance to events	

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, all staff	Attendance at Meet the Teacher	
<b>Strategy 3: ***</b> Family Leadership Night/ Student Led Conferences and Leadership Day	<b>Action Step(s):</b> Host Family Leadership Night - lead by the students focused on Leader In Me and curriculum activities.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey	
<b>Strategy 4:</b> Offer volunteer opportunities and created events to invite the parents and families to our campus. <ul style="list-style-type: none"> <li>• Bring Your Parents to Lunch Day</li> <li>• Family Breakfast</li> <li>• Thanksgiving Meal</li> <li>• Music Programs</li> </ul>	<b>Action Step(s):</b> Offer volunteer opportunities for parents and community members - Watch DOGS, PTO, field trips, reading time with students, math fact time with students, book fairs, etc.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, instructional staff, campus funds	Attendance to events, parent surveys	
<b>Strategy 5:</b> Big Brothers Big Sisters	<b>Action Step(s):</b> Continue working with the PALS students from CHS				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kelsey Watts	2019-2020	Time, campus funds, CHS students	surveys	

<p><b>Strategy 6: ***</b> Parent Connection Month - October</p>	<p><b>Action Step(s):</b> Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom.</p> <table border="1" data-bbox="497 173 1927 396"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis Jamie Munoz Kelsey Watts</td> <td>2019-2020</td> <td>Time, instructional staff</td> <td>Grade level parent contact google docs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, instructional staff	Grade level parent contact google docs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time, instructional staff	Grade level parent contact google docs								
<p><b>Strategy 7: ***</b> Leadership Celebrations - Student celebrations each six weeks</p>	<p><b>Action Step(s):</b> Host the Leadership Celebrations at the end of each six weeks celebrating students' success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE ESPY Awards, IXL, Reading Plus, Matific, Boxtop drawing.</p> <table border="1" data-bbox="497 548 1927 709"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis</td> <td>2019-2020</td> <td>Time, campus funds</td> <td>Attendance</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis	2019-2020	Time, campus funds	Attendance	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis	2019-2020	Time, campus funds	Attendance								
<p><b>Strategy 8: ***</b> Guidance classes</p> <ul style="list-style-type: none"> <li>• Classroom guidance classes</li> <li>• Girls Group book club</li> <li>• Heart To Heart</li> <li>• Growing Leaders</li> <li>• Morphis group</li> </ul>	<p><b>Action Step(s):</b> Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes.</p> <table border="1" data-bbox="497 833 1927 993"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Kelsey Watts</td> <td>2019-2020</td> <td>Time</td> <td>Student growth</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Kelsey Watts	2019-2020	Time	Student growth	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Kelsey Watts	2019-2020	Time	Student growth								
<p><b>Strategy 9: ***</b> Shout Out!</p>	<p><b>Action Step(s):</b> . Each week the teachers get 3-5 Shout Outs to create on students. Those students are called to the front office to make a positive phone call to their parents. Shout Outs are shared daily on Bulldog News, Shout Outs are posted on the SHOUT OUT Board next to Mrs. Watts office.</p> <table border="1" data-bbox="497 1146 1927 1369"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jill Morphis Jamie Munoz Kelsey Watts</td> <td>2019-2020</td> <td>Time</td> <td>The board being full of notes of celebration.</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time	The board being full of notes of celebration.	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis Jamie Munoz Kelsey Watts	2019-2020	Time	The board being full of notes of celebration.								

<p><b>Strategy 10: ***</b> Leader In Me - continuous training and implementation of Leader In Me</p> <ul style="list-style-type: none"> <li>• WIG</li> <li>• Leadership Night</li> <li>• Leadership Day</li> <li>• Student Led Conferences</li> <li>• Student Led Groups</li> <li>• Data Binders</li> </ul>	<p><b>Action Step(s):</b> WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Jamie Munoz Kelsey Watts Lighthouse Team</p>		<p>2019-2020</p>	<p>Time</p>	<p>Observations</p>	
<p><b>Strategy 11:</b> Leader In Me - Junior Lighthouse</p>	<p><b>Action Step(s):</b> Student leaders from each grade are working together with Mrs. Watts as the Junior Lighthouse.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Kelsey Watts</p>		<p>2019-2020</p>	<p>Time</p>	<p>Student survey, activities</p>	
<p><b>Strategy 12:</b> GT Showcase Night</p>	<p><b>Action Step(s):</b> GT students will be able to showcase their work for students, parents, and community.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jill Morphis Brandi Sheffield, Makenzie Bingham, Cheryl Scott</p>		<p>2019-2020</p>	<p>Time</p>	<p>Attendance of Showcase Night</p>	



## CIP PART II: ASSURANCE ADDENDUM

**Clyde Intermediate School**  
**Jill Morphis, Principal**  
**2019 - 2020 Campus Improvement Plan**  
**Clyde Cons. Independent School District**

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

[X]	Clyde Intermediate School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
[X]	Completed a needs assessment which serves as the basis for the CIP.
[X]	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
[X]	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
[X]	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
[X]	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
[ ]	Included strategies for dropout prevention and reduction. (middle school and high school)
[X]	Included strategies for improving student attendance.
[ ]	Included strategies for improving the campus’s completion rate. (high school)
[X ]	Provided for a program to encourage parental and community involvement at the campus.

<input type="checkbox"/> Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/> Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/> Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
<input checked="" type="checkbox"/> Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input checked="" type="checkbox"/> Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/> IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.

**CIP PART II: ASSURANCE ADDENDUM**

**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Jill Morphis	Principal - Chairperson
Jamie Munoz	Assistant Principal
Kelsey Watts	Counselor
Jaime Aleman	Teacher
Kelley Floyd	Teacher
Jennifer Hanson	Teacher
Paige Hageman	Teacher
Vanessa Martin	Teacher
Jessica Leach	Staff Member
Monty Barnett	Parent
Kami Parks	Parent
	Parent
Amy Neuman	Business/Community Member

<b>CPOC Meetings for 2019 - 2020</b>		
<b>DATE</b>	<b>TIME</b>	<b>LOCATION</b>
November		


**CIP PART II: ASSURANCE ADDENDUM Section C**

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
[X] 1) STAAR - Fifth grade students will increase Domain One Average by at least 8 percent as measured by the STAAR no later than the end of the 2020-2021 school year.	For 2019-2020 - Fifth grade students will increase Domain One Average by at least 4 percent as measured by the State of Texas Assessments of Academic Readiness STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR - Fourth grade students will increase Domain One Average by at least 12 percent as measured by the State of Texas Assessments of Academic Readiness STAAR no later than the end of the 2020-2021 school year.	For 2019-2020 - Fourth grade student will increase Domain One Average by at least 3 percent as measured by the State of Texas Assessments of Academic Readiness.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2019-2020, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

[X]	4) Violence Prevention and Intervention	For 2019-2020, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X]	5) Violence Prevention	For 2019-2020 the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X]	6) Special Education	For 2019-2020 the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
[X]	7) Highly Qualified Teacher	For 2019-2020 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[ ]	8) Secondary Drop-out Prevention	For 2019-2020 the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-2018 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[ ]	9) High School AEIS – Ninth Graders	The percent of 2019-2020 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[ ]	10) Recommended High School Program	For 2019-2020, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

[ ]	11) High School AEIS – Advanced Courses and Dual Credit	For 2019-2020, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[ ]	12) High School AEIS – Advanced Placement Exams	For 2019-2020, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[ ]	13) High School AEIS – SAT/ACT Exams	For 2019-2020, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
[ ]	14) High School CTE	For 2018 - 2019 the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

**CIP PART II: ASSURANCE ADDENDUM Section D**

[X]	1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. <b>School-wide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
[X]	10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.





**Clyde Intermediate School  
Clyde Cons. Independent School District  
Staff Development Plans  
2019 - 2020  
Section E**

**10 Components Of A Schoolwide Title I**

**Program**

1. Comprehensive Needs Assessment  
Referenced in the Comprehensive Needs Assessment Goal 1, Strategy 8
2. Schoolwide Reform Strategies  
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 9
3. Instruction by Highly Qualified Staff  
Goal 1, Strategy 2; Goal 2, Strategies 1-3, 7, 10
4. Professional Development  
Goal 1, Strategy 2
5. Parental Involvement  
Goal 1, Strategy 10; Goal 4, Strategies 1-7
6. Transition from early childhood programs  
Goal 1, Strategy 6
7. Effective, timely additional assistance  
Goal 1, Strategy 4-5
8. Inclusion of teachers in the use of assessments  
Goal 1, Strategies 1 and 3
9. Attracting highly qualified staff  
Goal 2, Strategy 10
10. Coordination between programs

Goal 1, Strategy 6, 9, 11