

**2020-21 Clyde Elementary**

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**CAMPUS IMPROVEMENT PLAN**

## Clyde Elementary Vision:

At Clyde Elementary School, we are a team of leaders. We encourage, support, and celebrate the excellence within us.

### Mission:

L- Lead Everyday

E- Empower the leader within

A- Achieve goals together

D- Develop champions

E- Establish a safe environment

R- Respect others

S- Strive for excellence

### Theme:

Empower Support Celebrate

## **Clyde Elementary School Campus Improvement Plan**

### **2020-2021 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Clyde Elementary School conducted a comprehensive needs assessment for the 2020-2021 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 Elementary School include 24.75 teachers, 11 paraprofessionals, and 1 administrator. The student population is 75.6% White, 1.1% African American, 18.1% Hispanic, 0.0% Asian, and 0.0% Native American. Additionally, the campus serves 54.31% economically disadvantaged students, 14.37% special education students, and 0.86% Limited English Proficient students. Attendance rates include 99.3% African American, 96.5% Hispanic, and 96.9% White.

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 Hispanic population continues to grow, with a slight increase in the number of ESL students. There was a slight decrease in the number of students served in Special Education, especially low-incidence populations. The attendance rate for each sub-population shows no discrepancies. COVID-19 caused a school closure state-wide in the Spring of 2020. There was no spring NWEA assessment due to COVID-19 school closure. Clyde Elementary continues to offer remote learning opportunities or in-person learning for each student, with the instructional focus of filling the gaps of learning missed during the past semester.

Areas of need include:

Continued improvement in attendance/academics to gain Distinctions.

# 2020-2021 Clyde Elementary

## Student Achievement

The following data was reviewed in relation to Student achievement: NWEA Maps Growth and Fluency for grades K, 1, and 2.

### CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5

READING: 60% approaches or above

- Approaches (35.4%)
- Meets (11%)
- Masters (13.4)

*Area of Strength:* Author's Purpose and Craft

*Growth Focus:* Vocabulary

- 1st Grade: NWEA K-2

READING: - 68% average or above

- Average (28%)
- HiAverage (28%)
- Hi (11%)

*Area of Strength:* Vocabulary

*Growth Focus:* Beginning Reading and Writing

- Kindergarten NWEA K-2

READING: - 96% average or above

- Average (17%)
- HiAverage (23%)
- Hi (56%)

*Area of Strength:* Vocabulary

*Growth Focus:* Composition, Inquiry and Research

**Goals for the 2020-21 School Year:**

Clyde Elementary will see an overall growth of 5% increase in the number of students who are at or above average in the Writing and Language Sub-Test in NWEA Maps.

**WILDLY IMPORTANT GOALS (W.I.G.S.)**

- 85% of Clyde Elementary students will meet their individual reading goals by May 15, 2020.
- 50% of Clyde Elementary students will serve as campus leaders by May 17, 2020.

**School Culture, Climate, and Organization**

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings and Campus Improvement meetings.

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

One hundred percent of parents strongly agree/agree that their children are safe at school and that the school enforces clear and consistent rules for student behavior.

Areas of need include:

Review current safety protocols and ensure the campus is compliant with the new regulations regarding HB3; begin the process of Reading Academy for administrators and teachers

### **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 Elementary Staff remains fairly consistent from year to year. There is one new teacher(due to death of a teacher) and 1 paraprofessional was hired for the 2020-2021 school year, due to retirement.

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, LIM 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 80% agree or strongly agree Clyde Elementary has high academic standards for all students. Seventy-nine percent of parents prefer activities in the evening.

Areas of need include:

Have more activities for families using a remote platform.

Be diligent and purposeful in explaining academic standards with a guaranteed and viable curriculum and the five domains for early childhood with parents.

Utilize the NWEA family reports to explain the academic growth of students.

**Clyde Elementary School Campus Improvement  
Plan**

<b>District Priority:</b>	<b>Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.</b>
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<b>GOAL 1:</b>	Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful.
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<b>Strategy 1: Disaggregate Winter 2019 MAPs and CIRCLE data, as well as current NWEA Maps Growth, and CIRCLE data</b>	<b>Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy, Goldston, Lori, Collins, Kallie	09/01/2020-05/20/2021	AWARE, NWEA Maps Growth and Fluency, Rtl Checkpoints, CIRCLE	STAAR,NWEA Maps Growth and Fluency, Unit Assessments, CIRCLE	PLC Meeting notes;Rtl Meeting Notes

<b>Strategy 2: Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement.</b>	<b>Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Kinslow, Paula	07/20/2020-05/20/2021	Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract	Feedback and Evaluation from staff	Certificate of Attendance

<b>Strategy 3:</b> <b>Offer Grade K-2 students identified as in need of assistance additional reading and math tutorials through small-group and one-on-one instruction, coordinated by an certified teacher as an interventionist, targeting learning gaps created by COVID.</b>	<b>Action Step(s): Schedule daily tutorials and RTI pull-outs</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Goldston, Lori, Collins, Kallie; Grade Level Teachers	09/15/2020-05/20/2021	Interventionists, Home- room Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, Pathblazer Reports	Monthly tutorial logs
<b>Strategy 4:</b> <b>Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies</b>	<b>Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, &amp; AR</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy; Darnell, Carma; Goldston, Lori	09/15/2020-05/20/2021	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR
<b>Strategy 5:</b> <b>Conduct parent/teacher conferences for all students throughout the month of October.</b>	<b>Action Step(s): Review assessment data and outline expectations for the year.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Grade level reps	10/01/2020-10/31/2021	Schedules; time	none	Sign In Sheets Parent Square
<b>Strategy 6:</b> <b>Create a comprehensive guaranteed and viable curriculum for math using the PLC Model</b>	<b>Action Step(s): Analyze TEKS and data from Lead4ward, Learning Tree, Create parent documents</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Grade level reps, including	07/01/2020-05/20/2021	Lead4Ward, Learning Tree, Planning	Curriculum Checklists	Lesson Plans



	3rd grade math				
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<b>Goal 2:</b>	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged.				
<b>Strategy 1:</b> Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers	<b>Action Step(s): Hire HQ Staff.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Kinslow, Paula	08/20/2020-05/20/2021	Salary, Title I	Title I Report	Staff Schedules
<b>Strategy 2:</b> Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.	<b>Action Step(s): Plan lessons according to data and the need for active engagement.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Grade Level Reps; Jessica McGuire	08/20/2020-05/20/2021	Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports	Appraisals and Walk-throughs	Lesson plans, appraisals, walk-throughs
<b>Strategy 3:</b> Utilize interactive white boards, ipads, Chromebooks & other technology to promote 21st Century Learning and remote instruction.	<b>Action Step(s): Students use technology as a learning tool.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Burson, Angela; Neal, Mike, Jones, Kim	07/01/2020-05/20/2021	Technology	Appraisals and Walk-throughs	Appraisals & Walk-Throughs
<b>Strategy 4:</b> Utilize components of the 7 Habits of Highly Effective	<b>Action Step(s): Staff development and campus visits with Leader in Me schools.</b>				

<b>People through the Leader in Me Program</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy; all staff	8/24/2019 - 05/22/2021	District Funds	Surveys	Purchase Order

<b>Strategy 5: K-3 core and special education teachers attend Reading Academy training through ESC 14.</b>	<b>Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Certified Classroom Teachers and Special Ed Teachers	07/2020 - 6/2022	Title I Funds	Progress Reports	Sign In Sheets, Certificates, Artifact Completion

**Goal 3:** Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community.

<b>Strategy 1: Hold “Meet the Teacher” Night prior to the first day of school.</b>	<b>Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula; Berry, Kenny; Jones, Kim	08/15/2020	Time	Title I Survey; LIM Survey	Sign In Sheets

<b>Strategy 2: Develop Parent/School Compact.</b>	<b>Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula; Jones, Kim	08/20/2020-05/20/2021	District Funds, Time	Title I Survey	Compacts signed and

					returned
<b>Strategy 3</b> Publish activities and updates, social media, Parent Square, etc.	<b>Action Step(s): Utilize all realms of communication to inform parents.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy; Ancinec, Pam	08/20/2020-05/20/2021	Technology, staff	Title I Survey	Social Media/PS logs

<b>Strategy 4:</b> Implement Leadership Family Activities	<b>Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy; Goldston, Lori Family Engagement Action Team	08/20/2020-05/20/2021	District Funds, Leader In Me Grant	LIM Parent/Staff Survey	Membership forms, Lighthouse team minutes, Action Team minutes

<b>Goal 4:</b>	Continue to improve leadership in all Clyde CISD employees. / Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students				
<b>Strategy 1:</b> Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings.	<b>Action Step(s): Utilize grade level reps as campus leaders.</b>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim; Phillips, Stacy, Goldston, Lori, Grade Level Reps	8/24/2019 -05/22/2021	District Funds	NA	PLC Notes, Faculty Meeting & Grade Level Rep agendas

<b>Strategy 2: Develop action teams to fulfill the Leader In Me functions and activities</b>	<b>Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes</b>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Blazauskas, Trish, Childers, Dawn	09/01/2020-05/20/2021	None	Staff Surveys	Action Team agendas

<b>Strategy 3: Provide individual and small-group counseling sessions that build self-esteem.</b>	<b>Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed.</b>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Phillips, Stacy	10/01/2020-05/20/2021	District Funds	Q&A within session; Feedback from students/counselor	Schedule of students

<b>Strategy 4: Hold College Days each month, Career Awareness, as well as Education, Go Get it Week.</b>	<b>Action Step(s): Promote beyond high school expectations and inquiry.</b>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy	8/24/2019 -05/22/2020	District Funds	NA	Calendar; Google Classroom

<b>Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings.</b>	<b>Action Step(s): Promote beyond high school expectations and inquiry.</b>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Jones, Kim; Phillips, Stacy; Kinslow, Paula	8/24/2019 -05/22/2020	District Funds	NA	Sign in Sheets, Training quizzes; Safety Drill Documentation
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## CIP PART II: ASSURANCE ADDENDUM

**Clyde Elementary School**  
**Kim Jones, Principal**  
**2020-2021 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.

<input checked="" type="checkbox"/>	Clyde Elementary 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])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" 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 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 checked="" type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input 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 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 Site Based Member</b>	<b>Position</b>
Kim Jones	Principal - Chairperson
Lori Goldston	Instructional Coordinator
Stacy Phillips	Counselor
Karen Berry	Teacher
Donna Blaise	Teacher
Karen McMillan	Teacher
Tracie Walters	Teacher
Amanda Shelnut	Parent
Mendy Woodson	Business Member
Richard Nohl	Community Member

<b>CPOC Meetings for 2020-2021</b>		
<b>DATE</b>	<b>TIME</b>	<b>LOCATION</b>



## 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.

Goal	Description	Formative	Summative	Strategy	
[ ] 1)	STAAR Recognized or Exemplary	For 2020-2021, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, 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.
[ ] 2)	STAAR Advanced Academic Achievement Performance	For 2020-2021, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 2020-2021, 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 Elementary School  
Clyde Cons. Independent School District  
Staff Development Plans  
2015-2016  
Section E**

**10 Components Of A Schoolwide Title I  
Program**

1. Comprehensive needs assessment  
Referenced in the Comprehensive Needs Assessment on page 2.
2. Schoolwide reform strategies  
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 5.
3. Instruction by highly qualified staff  
Goal 1, Strategy 2; Goal 2, Strategies 1, 2, & 5; Goal 4, Strategy 1
4. Professional development  
Goal 1, Strategy 2
5. Parental Involvement  
Goal 1, Strategy 4; Goal 2, Strategy 5; Goal 3, Strategies 1-6; Goal 4, Strategy 3
6. Transition from early childhood programs  
Goal 1, Strategy 3
7. Effective, timely additional assistance  
Goal 1, Strategy 3
8. Inclusion of teachers in the use of assessments  
Goal 1, Strategies 1 - 3
9. Attracting highly qualified staff  
Goal 2
10. Coordination between programs  
Goal 1, Strategies 1 & 6; Goal 2, Strategy 2 & 5; Goal 4, Strategy 5