

**2020 - 2021 CLYDE HIGH SCHOOL**

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**CAMPUS IMPROVEMENT PLAN**

## Clyde High School Campus Improvement Plan

### 2020 - 2021 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde High School 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 High School include 40 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 81.7% White, 1.7% African American, 14.7% Hispanic, 0.2% Asian, and 0% Native American. Additionally, the campus serves 40.5% economically disadvantaged students, 10% special education students, and 0.5% Limited English Proficient students. Attendance rates include 95% African American, 95% Hispanic, 96% White, and 95% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our Writing Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

#### Student Achievement

The following data was reviewed in relation to Student Achievement:  
2019 STAAR Data, 2019 EOC Data

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

\* Continue instructing our students to reach higher levels of academic achievement through good planning, instruction, and engaging instructional lessons.

#### STAAR EOC Scores tend to remain above the State Averages.

<u>EOC:</u>	<u>Approaches Grade</u>	<u>Meets Grade</u>	<u>Master's Grade</u>
	<u>Level</u>	<u>Level</u>	<u>Level</u>
**English I	64%	46%	12%
**English II	76%	54%	6%
**Algebra I	88%	56%	29%
**Biology	86%	58%	17%
**U.S. History	93%	72%	38%

**Areas of need include:**

**Increase EOC Performance:** Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2019:

- Clyde High School Smart Goal 2018-2019: CISD District Initiative - English I students will increase Domain One Average by at least 10 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2020-2021 school year**.

	<u>2018 Scores</u>	<u>2019 Scores</u>		<u>2019 Scores</u>	<u>2021 Target Goal</u>	
• Algebra I	93%	88%	5 point decrease	88%	90 %	2 point increase
• Biology	88%	86%	2 point decrease	86%	90 %	4 point increase
• ELA I	65%	64%	1 point decrease	64%	68 %	4 point increase
• ELA II	73%	76%	3 point increase	76%	78 %	2 point increase
• U. S. History	93 %	93%	.2 point increase	93%	95 %	2 point increase

**School Culture, Climate, and Organization**

The following data was reviewed in relation to School Culture, Climate, and Organization:

- Continue setting high standards of achievement for all of our students in all areas. Championship Level! TEAM: Teaching, Encouraging, Achieving, and Motivating
- Continue working at creating a safe and positive learning environment on our campus for our students and staff. . Work to promote a supportive academic, disciplinary, and physical environment, and to encourage and maintaining respectful, trusting, and caring relationships throughout our building, no matter the setting.

**Campus Improvement Plan**

Continue to work on and improve Staff turnover rate, student and parent surveys, student discipline reports

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

\*Staff turnover generally higher than normal. Continue working and creating a staff bonding to keep our teachers as part of the Instructional Team.

Areas of need include:

- **9 New staff members**
  - **3 New Math Instructors**
  - **1 New History teacher / Boys Coach**
  - **1 New English Instructor**

- **1 New Computer / Technology Instructor**
- **2 New SPED Aides**
- **1 New Dean of Students**

**Staff Quality, Recruitment, and Retention**

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

- Campus Employment Rosters

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

- Clyde High School Staff had an increase in 10 new teachers for the 2019-2020 School Year. Notably the hiring of a new principal

**Areas of need include:**

- Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.
- Continue to be at the upper end of teacher's salaries in Region 14
- Retain our teachers and staff year after year.

**Family and Community Involvement:**

The following data was reviewed in relation to Family and Community Involvement:

- Continue to Increase parent meeting attendance rates. Data has shown a solid increase in parent participation the last two years
- Continue to keep our parents and guardians informed of the happenings on our campus at CHS. CHS staff are using Social Media tools to better communicate with our students, and parents.
- Encourage our parents, guardians, and stakeholders to participate in the education process of their students by providing opportunities.

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

Areas of need include:

- Generally low participation in Academically related meetings but has increased and is improving. Academic Expectations are being communicated throughout the community and to the stakeholders. Continuing to communicate the academic expectations to our parents, community and stakeholders.

**Clyde High School Campus Goals 2019-2020 School Year**

1. Student academic performance on State and National Exams will reflect continuous improvement and excellence in learning.
2. Clyde High School will attract and retain the highest quality teachers, staff and support their efforts with quality professional development.
3. Clyde High School will invest in evolving technology and maintaining existing infrastructure in order to promote student / technology.

4. Facilities will be provided that are supportive of a quality instructional programs and represent the importance of public education within the community.
5. Clyde High School will actively engage parents and the district communities in the education process of our students.
6. Clyde High School will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

### Clyde High School Campus Improvement Plan

<b>District Priority:</b>	<b>Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners.</b>
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<b>GOAL 1:</b>	<b>CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.</b>
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<b>Strategy 1:</b> Clyde High School hires Certified & Qualified teachers and paraprofessionals.	<b>Action Step:</b> Create interview questions for new hire interviews that will help to identify top quality candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	High School Principal	Spring 2021	Time, District Admin. Staff	August 2020 New Hires T-TESS Observation	Staff Schedules

<b>Strategy 2:</b> Clyde High School will establish hiring practices that allows for the hiring of Certified teachers	<b>Action Step:</b> Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	High School Principal	Spring 2021	Time, Teachers, Staff, District Admin Staff	August 2020	Teaching Certificates

<b>Strategy 3:</b> Provide students with	<b>Action Step:</b> CHS students will be provided with a computer based ACT Prep program before taking the test.				
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<p>opportunities to prepare for and / improve performance on the ACT/SAT/PSAT. Update software in library computer lab. Provide student College Prep classes in English &amp; Math for those students not meeting the TSI requirement for regular college classes.</p> <p>. Students have participated in and will continue to attend the <b>ACT Prep Conference in the Fall 2018</b></p>	<table border="1"> <thead> <tr> <th data-bbox="516 99 795 207">Person(s) Responsible</th> <th data-bbox="795 99 1054 207">Timeline</th> <th data-bbox="1054 99 1474 207">Resources</th> <th data-bbox="1474 99 1734 207">Formative Evaluation</th> <th data-bbox="1734 99 1950 207">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 207 795 423">Acevedo, David Howard, Teresa; Atchison, Carrie; Broadfoot, Mindy</td> <td data-bbox="795 207 1054 423">Fall 2020 - Spring 2020</td> <td data-bbox="1054 207 1474 423">Student Participation, Time, Teachers, Supplies</td> <td data-bbox="1474 207 1734 423">October 2020 Computer Based Odyssey Software / College Prep Classes / ACT Workshop</td> <td data-bbox="1734 207 1950 423"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Howard, Teresa; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 - Spring 2020	Student Participation, Time, Teachers, Supplies	October 2020 Computer Based Odyssey Software / College Prep Classes / ACT Workshop	
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<p><b>Strategy 4:</b> Accelerated Instruction will be used to prepare students for EOC testing in <b>Algebra I, English I and English II, Biology and U.S. History.</b> Enrichment Instruction is provided for student not meeting STAAR EOC standard in 8th grade.</p>	<p><b>Action Step:</b> Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.</p> <table border="1"> <thead> <tr> <th data-bbox="516 662 795 764">Person(s) Responsible</th> <th data-bbox="795 662 1054 764">Timeline</th> <th data-bbox="1054 662 1474 764">Resources</th> <th data-bbox="1474 662 1734 764">Formative Evaluation</th> <th data-bbox="1734 662 1950 764">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 764 795 1114">Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Amelia Emery; Phyllis Graham; Debra Tucker; Christi Patton; Cathy Gerhart; Colby Rowley</td> <td data-bbox="795 764 1054 1114">Summer 2020 Fall 2020 - Spring 2021</td> <td data-bbox="1054 764 1474 1114">Time, Teachers, Supplies, Campus Admin Staff, FTE 1,2</td> <td data-bbox="1474 764 1734 1114">Fall 2020 Spring 2021 Student Daily Schedules or Mandatory Tutorials</td> <td data-bbox="1734 764 1950 1114">Students Schedules Teachers Teaching Schedules</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Amelia Emery; Phyllis Graham; Debra Tucker; Christi Patton; Cathy Gerhart; Colby Rowley	Summer 2020 Fall 2020 - Spring 2021	Time, Teachers, Supplies, Campus Admin Staff, FTE 1,2	Fall 2020 Spring 2021 Student Daily Schedules or Mandatory Tutorials	Students Schedules Teachers Teaching Schedules
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<p><b>Strategy 5:</b> **Teachers will attend EOC staff development available through ESC 14 and Clyde High School. Additional Targeted Assistance.</p>	<p><b>Action Step:</b> Provide and communicate professional development opportunities to our campus teachers.</p> <table border="1"> <thead> <tr> <th data-bbox="516 1159 795 1261">Person(s) Responsible</th> <th data-bbox="795 1159 1054 1261">Timeline</th> <th data-bbox="1054 1159 1474 1261">Resources</th> <th data-bbox="1474 1159 1734 1261">Formative Evaluation</th> <th data-bbox="1734 1159 1950 1261">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1261 795 1294"></td> <td data-bbox="795 1261 1054 1294"></td> <td data-bbox="1054 1261 1474 1294"></td> <td data-bbox="1474 1261 1734 1294"></td> <td data-bbox="1734 1261 1950 1294"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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<p>August 2020 Teachers instructed Teachers in PD instructional topics. Teachers will complete all mandated trainings for certification .</p>	<p>HS Principal</p>	<p>Summer 2020 Spring 2021</p>	<p>Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff</p>	<p>June 2021 PD Certificates of Completion • 12 Hours of PD required</p>	<p>Certificates</p>										
<p><b>Strategy 6:</b> Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony &amp; Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. Students of the Month Recognition. State Qualifier Board Recognition</p>	<p><b>Action Step:</b> Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p>														
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<p><b>Strategy 7:</b> Each ESL student will be monitored by a certified ESL instructor for individual assistance in academics and EOC remediation.</p>	<p><b>Action Step:</b> Students will be monitored by an ESL Instructor and receive weekly instruction. Teachers will implement strategies in the classroom to support any ESL students learning. The LPAC committee will support the students, ESL Instructor, and classroom teacher to ensure student success.</p>														
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<p><b>Strategy 8:</b> Clyde High School will provide a Credit Recovery Program (LEAP) to aide students in graduating from Clyde High School. The program will be web based using Compass Learning Odyssey software. Documentation of credit earned will be used to measure the effectiveness of the program. Assessments created by staff will be utilized with the core subject courses in grades 9-12 and with the credit recovery program (LEAP).</p>	<p><b>Action Step:</b> Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.</p> <table border="1" data-bbox="520 175 1955 548"> <thead> <tr> <th data-bbox="520 175 793 272">Person(s) Responsible</th> <th data-bbox="793 175 1052 272">Timeline</th> <th data-bbox="1052 175 1476 272">Resources</th> <th data-bbox="1476 175 1734 272">Formative Evaluation</th> <th data-bbox="1734 175 1955 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 272 793 548">David Acevedo, Carrie Atchison Broadfoot, Mindy; Hooper, Debbie</td> <td data-bbox="793 272 1052 548">Fall 2020 Spring 2021</td> <td data-bbox="1052 272 1476 548">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, FTE 1.5, Agreement, 50,000 - SCE</td> <td data-bbox="1476 272 1734 548">August 2019 Students must apply for acceptance into LEAP Program and be approved by LEAP committee</td> <td data-bbox="1734 272 1955 548">Odysseyware Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison Broadfoot, Mindy; Hooper, Debbie	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, FTE 1.5, Agreement, 50,000 - SCE	August 2019 Students must apply for acceptance into LEAP Program and be approved by LEAP committee	Odysseyware Documentation
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<p><b>Strategy 9:</b> Develop and administer Personal Graduation Plans (PGP) for students in grades 9-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in the ninth grade.</p>	<p><b>Action Step:</b> Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1" data-bbox="520 691 1955 943"> <thead> <tr> <th data-bbox="520 691 793 789">Person(s) Responsible</th> <th data-bbox="793 691 1052 789">Timeline</th> <th data-bbox="1052 691 1476 789">Resources</th> <th data-bbox="1476 691 1734 789">Formative Evaluation</th> <th data-bbox="1734 691 1955 789">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 789 793 943">David Acevedo, Carrie Atchison Broadfoot, Mindy</td> <td data-bbox="793 789 1052 943">Fall 2020 Spring 2021</td> <td data-bbox="1052 789 1476 943">Time, Teachers, CAmpus Admin Staff</td> <td data-bbox="1476 789 1734 943">October 2020 Counselors PGP with Students</td> <td data-bbox="1734 789 1955 943">Completed by Counselors</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, CAmpus Admin Staff	October 2020 Counselors PGP with Students	Completed by Counselors
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<p><b>Strategy 10:</b> Clyde High School will conduct multiple parent meetings concerning planning for college and career opportunities: FAFSA Fall 2020 - Spring 2021: Resource Fair April 2020</p>	<p><b>Action Step:</b> Several meetings conducted concerning FAFSA, Scholarships, Application Procedures, and Career Opportunities .</p> <table border="1" data-bbox="520 1084 1955 1276"> <thead> <tr> <th data-bbox="520 1084 793 1182">Person(s) Responsible</th> <th data-bbox="793 1084 1052 1182">Timeline</th> <th data-bbox="1052 1084 1476 1182">Resources</th> <th data-bbox="1476 1084 1734 1182">Formative Evaluation</th> <th data-bbox="1734 1084 1955 1182">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 1182 793 1276">David Acevedo, Carrie Atchison</td> <td data-bbox="793 1182 1052 1276">Fall 2020 Spring 2021</td> <td data-bbox="1052 1182 1476 1276">Time, Staff</td> <td data-bbox="1476 1182 1734 1276">August 2020</td> <td data-bbox="1734 1182 1955 1276">Counselors Scheduling</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison	Fall 2020 Spring 2021	Time, Staff	August 2020	Counselors Scheduling
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<p><b>Strategy 11:</b> Clyde High School will provide a Peer Assistance and Leadership Program (PALS) with CBVI student participation.</p>	<p><b>Action Step:</b> Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses.</p> <table border="1"> <thead> <tr> <th data-bbox="516 326 789 427">Person(s) Responsible</th> <th data-bbox="789 326 1056 427">Timeline</th> <th data-bbox="1056 326 1476 427">Resources</th> <th data-bbox="1476 326 1734 427">Formative Evaluation</th> <th data-bbox="1734 326 1948 427">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 427 789 578">HS Principal HS PALS Coordinator</td> <td data-bbox="789 427 1056 578">Fall 2019 Spring 2020</td> <td data-bbox="1056 427 1476 578">Time, Teachers, FTE 14</td> <td data-bbox="1476 427 1734 578">August 2020 BackPack for Kids Program</td> <td data-bbox="1734 427 1948 578">Scheduling and Organization</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	HS Principal HS PALS Coordinator	Fall 2019 Spring 2020	Time, Teachers, FTE 14	August 2020 BackPack for Kids Program	Scheduling and Organization
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<p><b>Strategy 12:</b> Students that did not pass portions of the EOC (ELA, Math, Science, History) last year will be assigned to a EOC Remediation Class or Accelerated Instruction tutoring. Students not passing @ the Six Week Grading Period will be assigned mandatory Instructional Improvement Program.</p>	<p><b>Action Step:</b> Enrichment classes will be provided with instruction and a mandatory tutorial program implemented.</p> <table border="1"> <thead> <tr> <th data-bbox="516 667 789 768">Person(s) Responsible</th> <th data-bbox="789 667 1056 768">Timeline</th> <th data-bbox="1056 667 1476 768">Resources</th> <th data-bbox="1476 667 1734 768">Formative Evaluation</th> <th data-bbox="1734 667 1948 768">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 768 789 979">David Acevedo; Steve Cates; Atchison, Carrie; Broadfoot, Mindy</td> <td data-bbox="789 768 1056 979">Fall 2020 Spring 2021</td> <td data-bbox="1056 768 1476 979">Time, Teachers, Supplies, Staff, District Coordinator, Campus Admin Staff, FTE 1.2</td> <td data-bbox="1476 768 1734 979">August 2020 Student daily schedules or mandatory tutorials</td> <td data-bbox="1734 768 1948 979">Student Scheduling Master Schedule</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo; Steve Cates; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, Supplies, Staff, District Coordinator, Campus Admin Staff, FTE 1.2	August 2020 Student daily schedules or mandatory tutorials	Student Scheduling Master Schedule
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<p><b>Strategy 13:</b> Inform parents and public through Parent Square, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Blogs, Parent Meetings, and Newsletters, and other electronic formats</p>	<p><b>Action Step:</b> CHS will communicate necessary information to parents in multiple ways.</p> <table border="1"> <thead> <tr> <th data-bbox="516 1073 789 1174">Person(s) Responsible</th> <th data-bbox="789 1073 1056 1174">Timeline</th> <th data-bbox="1056 1073 1476 1174">Resources</th> <th data-bbox="1476 1073 1734 1174">Formative Evaluation</th> <th data-bbox="1734 1073 1948 1174">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1174 789 1263">Acevedo, David Atchison, Carrie;</td> <td data-bbox="789 1174 1056 1263">Fall 2020 Spring 2021</td> <td data-bbox="1056 1174 1476 1263">Time, Teachers, School Library, Outside Consultant, Guest</td> <td data-bbox="1476 1174 1734 1263">August 2020</td> <td data-bbox="1734 1174 1948 1263">Communication, Scheduling</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Atchison, Carrie;	Fall 2020 Spring 2021	Time, Teachers, School Library, Outside Consultant, Guest	August 2020	Communication, Scheduling
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concerning Career / College opportunities.	Broadfoot, Mindy		Speaker, District Coordinator, Campus Admin Staff		and Posting
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**Goal 2:** Provide for leadership development for the board, administration, and staff which will create cohesive, productive and trusting relationship which will positively affect student performance.

<p><b>Strategy 1:</b> As an introduction to the Drug Testing program at Clyde High School. Information will be shared through the athletics classes, and ParentSquare</p>	<b>Action Step:</b> Created a link on Clyde ISD web page concerning FNF Local Drug Testing Program.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	David Acevedo, Mykia Anderson, and the AD	Fall 2020 Spring 2021	Time, Campus Admin Staff	October 2020 Test results and the study of those results	Scheduling and Documentation

<p><b>Strategy 2:</b> Continue usage of available instructional tools to help students reach their full academic achievement.</p>	<b>Action Step:</b> CHS will continue to use our Unit Assessments, Enrichment classes, Tutorials, and Summer School instruction.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	David Acevedo; Carrie Atchison, Mindy Broadfoot, and teaching staff	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2020 Staff Development (Teachers Teaching Teachers) PLC Agenda	Implementation of Instructional Tools

<p><b>Strategy 3:</b> Expand and evaluate Summer School program and Unit Data Review at Clyde High School. Evaluate our Accelerated Instruction for STAAR EOC students.</p>	<p><b>Action Step:</b> Teacher and Administrators will participate together in Summer Data Day reviews and core EOC, PLC meetings. Tested areas will meet weekly in PLC Meetings.</p> <table border="1" data-bbox="499 172 1946 399"> <thead> <tr> <th data-bbox="499 172 764 272">Person(s) Responsible</th> <th data-bbox="764 172 1157 272">Timeline</th> <th data-bbox="1157 172 1453 272">Resources</th> <th data-bbox="1453 172 1713 272">Formative Evaluation</th> <th data-bbox="1713 172 1946 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 272 764 399">Acevedo, David; Kinslow, Paula</td> <td data-bbox="764 272 1157 399">Summer 2020</td> <td data-bbox="1157 272 1453 399">Time, Teachers, Campus Admin Staff</td> <td data-bbox="1453 272 1713 399">June 2020 PLC Agenda</td> <td data-bbox="1713 272 1946 399">Evaluation and Review</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula	Summer 2020	Time, Teachers, Campus Admin Staff	June 2020 PLC Agenda	Evaluation and Review
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula	Summer 2020	Time, Teachers, Campus Admin Staff	June 2020 PLC Agenda	Evaluation and Review							
<p><b>Strategy 4:</b> Continue use of rigorous assessments with online credit recovery/acceleration program to ensure depth of student learning and success on State Assessments.</p>	<p><b>Action Step:</b> Unit Assessment in EOC tested subjects.. Continue Credit Recovery LEAP Program for student success.</p> <table border="1" data-bbox="499 488 1946 837"> <thead> <tr> <th data-bbox="499 488 764 589">Person(s) Responsible</th> <th data-bbox="764 488 1157 589">Timeline</th> <th data-bbox="1157 488 1453 589">Resources</th> <th data-bbox="1453 488 1713 589">Formative Evaluation</th> <th data-bbox="1713 488 1946 589">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 589 764 837">Acevedo, David; Kinslow, Paula</td> <td data-bbox="764 589 1157 837">Fall 2020 Spring 2021</td> <td data-bbox="1157 589 1453 837">Time, Teachers, Campus Admin Staff</td> <td data-bbox="1453 589 1713 837">August 2020 Unit Assessments CISC Benchmarks Core STAAR Tested Areas / November &amp; January</td> <td data-bbox="1713 589 1946 837">Scheduling, Organization, and Implementation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula	Fall 2020 Spring 2021	Time, Teachers, Campus Admin Staff	August 2020 Unit Assessments CISC Benchmarks Core STAAR Tested Areas / November & January	Scheduling, Organization, and Implementation
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula	Fall 2020 Spring 2021	Time, Teachers, Campus Admin Staff	August 2020 Unit Assessments CISC Benchmarks Core STAAR Tested Areas / November & January	Scheduling, Organization, and Implementation							
<p><b>Strategy 5:</b> Clyde High School will continue a random student Drug Testing program in the 2020-2021 School Year.</p>	<p><b>Action Step:</b> Drug testing program with Drug Screen Compliance, San Angelo, Texas.</p> <table border="1" data-bbox="499 927 1946 1239"> <thead> <tr> <th data-bbox="499 927 764 1027">Person(s) Responsible</th> <th data-bbox="764 927 1157 1027">Timeline</th> <th data-bbox="1157 927 1453 1027">Resources</th> <th data-bbox="1453 927 1713 1027">Formative Evaluation</th> <th data-bbox="1713 927 1946 1027">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1027 764 1239">Acevedo, David Anderson, Mykia</td> <td data-bbox="764 1027 1157 1239">Fall 2020 Spring 2021</td> <td data-bbox="1157 1027 1453 1239">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.</td> <td data-bbox="1453 1027 1713 1239">August 2020 Drug Screen Compliance San Angelo, Texas</td> <td data-bbox="1713 1027 1946 1239">Scheduling, Participation, Organization, and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Anderson, Mykia	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.	August 2020 Drug Screen Compliance San Angelo, Texas	Scheduling, Participation, Organization, and Documentation
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<p><b>Strategy 6:</b> The Campus Code of Conduct will be followed / enforced to ensure a safe learning environment.</p>	<p><b>Action Step:</b> Administration will support our teachers, enforce our Campus Code of Conduct and hold our students accountable.</p>														
<table border="1"> <thead> <tr> <th data-bbox="499 172 762 272">Person(s) Responsible</th> <th data-bbox="762 172 1157 272">Timeline</th> <th data-bbox="1157 172 1451 272">Resources</th> <th data-bbox="1451 172 1713 272">Formative Evaluation</th> <th data-bbox="1713 172 1934 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 272 762 427">Mykia Anderson, David Acevedo Staff</td> <td data-bbox="762 272 1157 427">Fall 2020 Spring 2021</td> <td data-bbox="1157 272 1451 427">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td> <td data-bbox="1451 272 1713 427">August 2020 Participation</td> <td data-bbox="1713 272 1934 427">PEIMS</td> </tr> </tbody> </table>						Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Mykia Anderson, David Acevedo Staff	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2020 Participation	PEIMS
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Mykia Anderson, David Acevedo Staff	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2020 Participation	PEIMS											
<p><b>Strategy 7:</b> Continue to update district website, utilize automated phone system, and marquees, Parent Square, Facebook, CISD Web page, Instagram</p>	<p><b>Action Step:</b> Continue communicating with stakeholders.</p>														
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<p><b>Strategy 8:</b> Teachers and students use an additional instructional tool for remedial instruction in Algebra I / English I &amp; II classes as a supportive instructional tool. Researching programs as of 10-10-19.  *Teachers and Students participating in Accelerated Instruction in English / Reading Enrichment, English / Reading Tutoring and English classes to help students</p>	<p><b>Action Step:</b> Provide support for teachers in the use of an additional program for remedial instruction.</p>														
<table border="1"> <thead> <tr> <th data-bbox="499 870 762 971">Person(s) Responsible</th> <th data-bbox="762 870 1157 971">Timeline</th> <th data-bbox="1157 870 1451 971">Resources</th> <th data-bbox="1451 870 1713 971">Formative Evaluation</th> <th data-bbox="1713 870 1934 971">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 971 762 1268">Acevedo, David; Kingston, Misti; Christi Patton: Blair Matos; Michael Waggoner: Michelle Howard: Amelia Emery, Ashley Williams, Phyllis Graham,</td> <td data-bbox="762 971 1157 1268">Summer 2020 Fall 2020 Spring 2021</td> <td data-bbox="1157 971 1451 1268">Call to find cost, Time, Teachers</td> <td data-bbox="1451 971 1713 1268">August 2020 State Assessment Data</td> <td data-bbox="1713 971 1934 1268">CISD Writing Portfolio Framework Resources  Increased Assessments For Data Analysis</td> </tr> </tbody> </table>						Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kingston, Misti; Christi Patton: Blair Matos; Michael Waggoner: Michelle Howard: Amelia Emery, Ashley Williams, Phyllis Graham,	Summer 2020 Fall 2020 Spring 2021	Call to find cost, Time, Teachers	August 2020 State Assessment Data	CISD Writing Portfolio Framework Resources  Increased Assessments For Data Analysis
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academic achievement. ** PBMAS and Additional Targeted Support.	<table border="1"> <tr> <td data-bbox="499 110 766 198"></td> <td data-bbox="772 110 1157 198"></td> <td data-bbox="1163 110 1451 198"></td> <td data-bbox="1457 110 1711 198"></td> <td data-bbox="1717 110 1921 198"></td> </tr> </table>														
<p><b>Strategy 9:</b>          Improve student participation in UIL Academics. Student and teacher participation has increased with Regional and State Advancement the last four years.          Provide incentives for teachers to coach UIL events and increase success.          Motivate and communicate to our students the expectations CHS has concerning Academic Achievement.</p>	<p><b>Action Step:</b> Provide incentives for teachers to coach UIL events and increase success.</p> <table border="1"> <thead> <tr> <th data-bbox="499 354 766 451">Person(s) Responsible</th> <th data-bbox="772 354 1157 451">Timeline</th> <th data-bbox="1163 354 1451 451">Resources</th> <th data-bbox="1457 354 1711 451">Formative Evaluation</th> <th data-bbox="1717 354 1921 451">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 459 766 605">Acevedo, David; Howard, Teresa</td> <td data-bbox="772 459 1157 605">Fall 2020 Spring 2021</td> <td data-bbox="1163 459 1451 605">Time, Teachers, Staff, District Administrative Staff</td> <td data-bbox="1457 459 1711 605">Participation</td> <td data-bbox="1717 459 1921 605">Scheduling, Documentation of Practice, Participation,</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Howard, Teresa	Fall 2020 Spring 2021	Time, Teachers, Staff, District Administrative Staff	Participation	Scheduling, Documentation of Practice, Participation,
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<p><b>Goal 3:</b></p>	<p><b>Implement a rigorous, comprehensive, and aligned curriculum (vertical and horizontal) offering guidance and courses leading to career pathways and post graduate success.</b></p>
<p><b>Strategy 1:</b>          Instructional In depth use of TEKS Resource System Curriculum, specifically the IFD and YAG documents and</p>	<p><b>Action Step:</b> H.S. teachers will continue to use the TEKS resource system IFD and YAG as an instructional tool for academic achievement.</p>

<p>assessments routinely to measure student improvement and mastery of material.</p>	<table border="1"> <thead> <tr> <th data-bbox="512 103 777 211">Person(s) Responsible</th> <th data-bbox="785 103 1171 211">Timeline</th> <th data-bbox="1180 103 1465 211">Resources</th> <th data-bbox="1474 103 1726 211">Formative Evaluation</th> <th data-bbox="1734 103 1936 211">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 217 777 360">Acevedo, David; Anderson, Mykia</td> <td data-bbox="785 217 1171 360">Fall 2020 Spring 2021</td> <td data-bbox="1180 217 1465 360">Time Teachers</td> <td data-bbox="1474 217 1726 360">August 2020 Participation Unit / Benchmark Assessments</td> <td data-bbox="1734 217 1936 360">Professional Development</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Anderson, Mykia	Fall 2020 Spring 2021	Time Teachers	August 2020 Participation Unit / Benchmark Assessments	Professional Development
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Acevedo, David; Anderson, Mykia	Fall 2020 Spring 2021	Time Teachers	August 2020 Participation Unit / Benchmark Assessments	Professional Development							
<p><b>Strategy 2:</b> Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements. Among the options for teacher use: mobile chromebook carts, projectors, mimio boards, document cameras and the V-Brick system.</p>	<p><b>Action Step:</b> All teachers will sign the acceptable use policy along with participate in staff development in technology.</p> <table border="1"> <thead> <tr> <th data-bbox="512 457 777 565">Person(s) Responsible</th> <th data-bbox="785 457 1171 565">Timeline</th> <th data-bbox="1180 457 1465 565">Resources</th> <th data-bbox="1474 457 1726 565">Formative Evaluation</th> <th data-bbox="1734 457 1936 565">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 571 777 802">Acevedo, David; Ron Nelson, Dustin Morphis Angela Burson</td> <td data-bbox="785 571 1171 802">Fall 2020 Spring 2021</td> <td data-bbox="1180 571 1465 802">Time, Teachers, Supplies, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</td> <td data-bbox="1474 571 1726 802">August 2020 PD</td> <td data-bbox="1734 571 1936 802">Technology Training  Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Ron Nelson, Dustin Morphis Angela Burson	Fall 2020 Spring 2021	Time, Teachers, Supplies, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	August 2020 PD	Technology Training  Documentation
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<p><b>Strategy 3:</b> Clyde High School will provide for a CBVI (Community Based Vocational Education) to be provided for vocational instruction for special needs students. Love and Care Ministries, United Supermarket, Goodwill, Abilene Recycling, Clyde Super Clean Car Wash, Continue to search for local</p>	<p><b>Action Step:</b> CBVI students will continue to participate in the program at Love and Care Ministry, United Supermarket, Goodwill, Abilene Recycling Location, Clyde Car Wash (Care of School Vehicles) developing work and social skills.</p> <table border="1"> <thead> <tr> <th data-bbox="512 941 777 1049">Person(s) Responsible</th> <th data-bbox="785 941 1171 1049">Timeline</th> <th data-bbox="1180 941 1465 1049">Resources</th> <th data-bbox="1474 941 1726 1049">Formative Evaluation</th> <th data-bbox="1734 941 1936 1049">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1055 777 1286">Acevedo, David; Davis, Brian SPED Department</td> <td data-bbox="785 1055 1171 1286">Fall 2020 Spring 2021</td> <td data-bbox="1180 1055 1465 1286">Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, District Admin Staff,</td> <td data-bbox="1474 1055 1726 1286">August 2020 Participation</td> <td data-bbox="1734 1055 1936 1286">Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Davis, Brian SPED Department	Fall 2020 Spring 2021	Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, District Admin Staff,	August 2020 Participation	Master Schedule
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Acevedo, David; Davis, Brian SPED Department	Fall 2020 Spring 2021	Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, District Admin Staff,	August 2020 Participation	Master Schedule							

opportunities to implement our CBVI / CBVE Program.			Campus Admin Staff, Computers.												
<b>Strategy 4:</b> Provide Educational Services, Compensatory Education Home Instruction and Counseling Services.	<b>Action Step:</b> CHS counselors and staff will continue to provide homebound instruction and counseling services to those students in need.														
<b>Strategy 5:</b> Expand Dual Credit offered courses at the HS, to include Government / Economics, Psychology/ Sociology, Algebra II / English IV, Anatomy / Psychology, Biology, Law Enforcement - Criminal Justice / Welding / Spanish III. During the Fall 2020 / Spring 2021 CHS students are provided an Online Dual Credit Lab seven periods during the school day. Students take numerous online dual credit classes.	<b>Action Step:</b> CHS will continue to offer and meet the needs of our dual credit students to receive college credit.														
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, CJC, On-Line, Staff	June 2021 Participation	Student Scheduling Teacher Schedules											

<p><b>Strategy 6:</b> Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students. In 2020 - 2021 we will also use the Remote on line instruction model to provide for an alternative setting for classroom instruction.</p>	<p><b>Action Step:</b> CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS. The use of remote online learning to provide additional opportunity</p> <table border="1" data-bbox="510 172 1944 394"> <thead> <tr> <th data-bbox="510 172 779 272">Person(s) Responsible</th> <th data-bbox="779 172 1171 272">Timeline</th> <th data-bbox="1171 172 1465 272">Resources</th> <th data-bbox="1465 172 1728 272">Formative Evaluation</th> <th data-bbox="1728 172 1944 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 272 779 394">Acevedo, David; Atchison, Carrie; Broadfoot, Mindy</td> <td data-bbox="779 272 1171 394">Fall 2020 Spring 2021</td> <td data-bbox="1171 272 1465 394">Time, Library, Computer Lab</td> <td data-bbox="1465 272 1728 394">August 2020 Technology Participation</td> <td data-bbox="1728 272 1944 394">Student Registration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Library, Computer Lab	August 2020 Technology Participation	Student Registration
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Library, Computer Lab	August 2020 Technology Participation	Student Registration							
<p><b>Strategy 7:</b> Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2020-2021 school year.</p>	<p><b>Action Step:</b> CHS will provide Law Enforcement I and II, with Principal of Law Classes. CHS will also offer Forensic Science. Coordinating with Chief Dalton of the Clyde Police Department.</p> <table border="1" data-bbox="510 537 1944 760"> <thead> <tr> <th data-bbox="510 537 779 638">Person(s) Responsible</th> <th data-bbox="779 537 1171 638">Timeline</th> <th data-bbox="1171 537 1465 638">Resources</th> <th data-bbox="1465 537 1728 638">Formative Evaluation</th> <th data-bbox="1728 537 1944 638">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 638 779 760">Acevedo, David; Dalton, Robert Gerhart, Cathy</td> <td data-bbox="779 638 1171 760">Fall 2020 Spring 2021</td> <td data-bbox="1171 638 1465 760">Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000</td> <td data-bbox="1465 638 1728 760">August 2020</td> <td data-bbox="1728 638 1944 760">Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Dalton, Robert Gerhart, Cathy	Fall 2020 Spring 2021	Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000	August 2020	Master Schedule
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Acevedo, David; Dalton, Robert Gerhart, Cathy	Fall 2020 Spring 2021	Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000	August 2020	Master Schedule							
<p><b>Strategy 8:</b> Clyde High School will continue to provide CTE classes in Health Science Technology, Agriculture Science, Business, Engineering &amp; Robotics, Law Enforcement, Hospitality Tourism and Human Resources. Students can receive certifications in CNA and Pharmacy Tech, Phlebotomy, Rig Pass</p>	<p><b>Action Step:</b> At CHS our HST courses are designed to prepare students for entry- level career opportunities in the fields of Health Care and Health Related Services.</p> <table border="1" data-bbox="510 883 1944 1166"> <thead> <tr> <th data-bbox="510 883 779 984">Person(s) Responsible</th> <th data-bbox="779 883 1171 984">Timeline</th> <th data-bbox="1171 883 1465 984">Resources</th> <th data-bbox="1465 883 1728 984">Formative Evaluation</th> <th data-bbox="1728 883 1944 984">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 984 779 1166">Acevedo, David; Walker, Sondra</td> <td data-bbox="779 984 1171 1166">Fall 2020 Spring 2021</td> <td data-bbox="1171 984 1465 1166">Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)</td> <td data-bbox="1465 984 1728 1166">August 2020 Participation</td> <td data-bbox="1728 984 1944 1166">Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Walker, Sondra	Fall 2020 Spring 2021	Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)	August 2020 Participation	Master Schedule
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Acevedo, David; Walker, Sondra	Fall 2020 Spring 2021	Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)	August 2020 Participation	Master Schedule							
<p><b>Strategy 9:</b></p>	<p><b>Action Step:</b> Encourage ongoing professional development utilizing district technology staff and ESC 14.</p>										



<p>Teachers will increase their use of technology in the classroom and meet the SBEC proficiency standard by the end of the 2019-2020 school year. Provide classrooms and student access to a one to one Chromebook system that allows all HS students to have a laptop for their academic endeavors.</p>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Neal, Mike McGuire, Paul Burson, Angela	Fall 2020 Spring 2021	Time, Teachers, District Coordinator, Campus Admin Staff, Computers, InfoSource	2020 PD with Technology Department	Technology Training Certification

<p><b>Strategy 10:</b> Clyde will continue a comprehensive Benchmark testing program in all core classes in the 2020-2021 school year. Benchmarks in Algebra I / Biology / U.S. History in November. ELA I &amp; II Benchmark Testing in January. Unit Assessment - Core Subjects / STAAR Tested Subjects - Math, Science, English, Social Studies. ** Additional Targeted Support.</p>	<b>Action Step:</b> Utilize Eduphoria Unit Assessments through Aware and create our data to increase student achievement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, Staff, Campus Admin Staff	Evaluate 5-6 weeks Unit Assessments.	Implementation of Benchmark Plan

<b>Goal 4:</b>	<b>Clyde CISD will implement strategies at both the district and campus levels to meet state and federal accountability standards as well as use proper fiscal procedures to maximize efficiency, explore and purchase innovative resource opportunities.</b>
<b>Strategy 1:</b>	<b>Action Step:</b> Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff.

<p>Increase Advanced Academic Achievement performance and Attendance in all subjects and grade levels.</p>	<table border="1"> <thead> <tr> <th data-bbox="495 99 764 212">Person(s) Responsible</th> <th data-bbox="764 99 1161 212">Timeline</th> <th data-bbox="1161 99 1451 212">Resources</th> <th data-bbox="1451 99 1713 212">Formative Evaluation</th> <th data-bbox="1713 99 1934 212">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 212 764 440">Acevedo, David; Kinslow, Paula</td> <td data-bbox="764 212 1161 440">Fall 2020 Spring 2021</td> <td data-bbox="1161 212 1451 440">Time, Teachers and Administration</td> <td data-bbox="1451 212 1713 440">August 2020 Enrichment classes, Tutorials/Unit Assessments</td> <td data-bbox="1713 212 1934 440">Progress Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula	Fall 2020 Spring 2021	Time, Teachers and Administration	August 2020 Enrichment classes, Tutorials/Unit Assessments	Progress Monitoring
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula	Fall 2020 Spring 2021	Time, Teachers and Administration	August 2020 Enrichment classes, Tutorials/Unit Assessments	Progress Monitoring							
<p><b>Strategy 2:</b> Determine measurable goals for Economically Disadvantaged and Special Education performance in ELA and Math. Improve to 92% in Algebra I and 61 % in ELA I and 72 % in ELA II./ 92% in Biology and 100% in U.S. History.</p>	<p><b>Action Step:</b> Campus Administration will attend applicable professional development workshops and continue memberships in state professional organizations. (TASSP)</p> <table border="1"> <thead> <tr> <th data-bbox="495 513 764 626">Person(s) Responsible</th> <th data-bbox="764 513 1161 626">Timeline</th> <th data-bbox="1161 513 1451 626">Resources</th> <th data-bbox="1451 513 1713 626">Formative Evaluation</th> <th data-bbox="1713 513 1934 626">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 626 764 813">Acevedo, David Staff</td> <td data-bbox="764 626 1161 813">Fall 2020 Spring 2021</td> <td data-bbox="1161 626 1451 813">PLC Meetings, Teachers, Campus Administration</td> <td data-bbox="1451 626 1713 813">June/July 2020 PLC Data Review</td> <td data-bbox="1713 626 1934 813">Participation Instruction Progress Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Staff	Fall 2020 Spring 2021	PLC Meetings, Teachers, Campus Administration	June/July 2020 PLC Data Review	Participation Instruction Progress Monitoring
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David Staff	Fall 2020 Spring 2021	PLC Meetings, Teachers, Campus Administration	June/July 2020 PLC Data Review	Participation Instruction Progress Monitoring							
<p><b>Strategy 3:</b> Disaggregate data / collaborate about instructional strategies to help improve student academic achievement in our PLC meetings. In PLC / Data meetings rank our TEKS by objectives, ranking them from weakest to strongest looking for areas of immediate and systemic change.</p>	<p><b>Action Step:</b> Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.</p> <table border="1"> <thead> <tr> <th data-bbox="495 886 764 1000">Person(s) Responsible</th> <th data-bbox="764 886 1161 1000">Timeline</th> <th data-bbox="1161 886 1451 1000">Resources</th> <th data-bbox="1451 886 1713 1000">Formative Evaluation</th> <th data-bbox="1713 886 1934 1000">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1000 764 1211">Acevedo, David; Kinslow, Paula Burson, Angela</td> <td data-bbox="764 1000 1161 1211">Summer 2020 Fall 2020 Spring 2021</td> <td data-bbox="1161 1000 1451 1211">PLC Meetings, Summer Data Days, Teachers, Campus Administration</td> <td data-bbox="1451 1000 1713 1211">June/July 2020 PLC Data days</td> <td data-bbox="1713 1000 1934 1211">PLC Scheduling and Teacher Collaboration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula Burson, Angela	Summer 2020 Fall 2020 Spring 2021	PLC Meetings, Summer Data Days, Teachers, Campus Administration	June/July 2020 PLC Data days	PLC Scheduling and Teacher Collaboration
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula Burson, Angela	Summer 2020 Fall 2020 Spring 2021	PLC Meetings, Summer Data Days, Teachers, Campus Administration	June/July 2020 PLC Data days	PLC Scheduling and Teacher Collaboration							
<p><b>Strategy 4:</b></p>	<p><b>Action Step:</b> Tutorial Program Monday - Friday 1:40 - 2:03 Daily Bulldog Period</p>										

<p>Evaluate tutorial program and change the focus of these programs which will change student outcomes. All students not passing a class @ the six week grading period will be placed in mandatory instructional improvement sessions. Reward students at the 3 week grading period to be dismissed from tutorials when passing. Utilize our staff during tutorials to meet the needs of our students.</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>Acevedo, David; Kinslow, Paula Anderson, Mykia</p>	<p>Fall 2020 Spring 2021</p>	<p>Comp Ed funds, local funds</p>	<p>August 2020 Mandatory tutorials participation</p>	<p>Scheduling Monitoring</p>
<p><b>Strategy 5:</b> Clyde High School teachers will implement the TEKS and be held accountable for student mastery of the State and Federal Objectives. Administration and Staff work together to plan for our students to be successful concerning State and Federal Accountability.</p>	<p><b>Action Step:</b> TEKS are the students that our teachers will use to instruct our students. They detail the curriculum requirements for every course taught.</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>Acevedo, David</p>	<p>Fall 2020 Spring 2021</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>August 2020 Participation</p>	<p>Monitoring</p>	
<p><b>Strategy 6:</b> Clyde High School will provide each freshman with a full-year course on Teen Leadership during the 2020-2021 School Year. All students will begin to receive Leader In Me</p>	<p><b>Action Step:</b> The Teen Leadership instruction will address leadership democracy and citizenship as our students grow and mature. The Leader In Me program will develop leadership skills and accountability</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>Acevedo, David Robinson, Gigi</p>	<p>Fall 2020 Spring 2021</p>	<p>Time, Teachers, FTE \$9,000</p>	<p>August 2020 Student schedules</p>	<p>Master Schedule</p>	

instruction as campus culture is developed.	<table border="1"> <tr> <td data-bbox="495 99 764 204">Department Heads at CHS</td> <td data-bbox="764 99 1157 204"></td> <td data-bbox="1157 99 1451 204"></td> <td data-bbox="1451 99 1711 204"></td> <td data-bbox="1711 99 1932 204"></td> </tr> </table>					Department Heads at CHS									
Department Heads at CHS															
<p><b>Strategy 7:</b> Provide professional Staff Development in Writing (English Teachers) and Implement Critical Writing across all curriculum areas with an emphasis on short answer questions. Teachers in all subjects will provide multiple opportunities for student to write in all classrooms along with reading and comprehension skills. ELA instructors participated in the Writing Academy Aug. 2019. Implement writing program and resources into instructional strategies. *PBMAS Additional Targeted Support.</p>	<p><b>Action Step:</b> Encourage our staff to implement writing across all curriculum areas at CHS. Assign short critical writing assignments.</p> <table border="1"> <thead> <tr> <th data-bbox="495 326 764 427">Person(s) Responsible</th> <th data-bbox="764 326 1157 427">Timeline</th> <th data-bbox="1157 326 1451 427">Resources</th> <th data-bbox="1451 326 1711 427">Formative Evaluation</th> <th data-bbox="1711 326 1932 427">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 427 764 670">Acevedo, David; Graham, Phyllis; Emery, Amelia Howard, Michelle Williams, Ashley / Staff</td> <td data-bbox="764 427 1157 670">Fall 2020 Spring 2021</td> <td data-bbox="1157 427 1451 670">Time, All Teachers</td> <td data-bbox="1451 427 1711 670">Participation.</td> <td data-bbox="1711 427 1932 670">Implementation of CISD Writing Portfolio Framework</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Graham, Phyllis; Emery, Amelia Howard, Michelle Williams, Ashley / Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation.	Implementation of CISD Writing Portfolio Framework
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Acevedo, David; Graham, Phyllis; Emery, Amelia Howard, Michelle Williams, Ashley / Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation.	Implementation of CISD Writing Portfolio Framework											
<p><b>Strategy 8: (11)</b> Provide our students with the most up to date programs, materials, resources, equipment and supplies for instructional enrichment, support and academic achievement.</p>	<p><b>Action Step:</b> Allow our instructors to purchase the proper instructional materials so that our students educational academic needs are being met.</p> <table border="1"> <thead> <tr> <th data-bbox="495 997 764 1097">Person(s) Responsible</th> <th data-bbox="764 997 1157 1097">Timeline</th> <th data-bbox="1157 997 1451 1097">Resources</th> <th data-bbox="1451 997 1711 1097">Formative Evaluation</th> <th data-bbox="1711 997 1932 1097">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1097 764 1219">Acevedo, David Anderson, Mykia Staff</td> <td data-bbox="764 1097 1157 1219">Fall 2020 Spring 2021</td> <td data-bbox="1157 1097 1451 1219">Time, All Teachers</td> <td data-bbox="1451 1097 1711 1219">Participation Pre-Acquisition Forms</td> <td data-bbox="1711 1097 1932 1219">Purchasing of Instructional Resources</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Instructional Resources
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Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Instructional Resources											

<p><b>Strategy 9: (36)</b></p> <p>Provide our students and athletes with the most up to date certified equipment, materials, resources, and supplies to meet with competitive needs.</p>	<p><b>Action Step:</b> Allow coaches, sponsors, instructors, directors to purchase the proper equipment so that our students' needs are being met.</p>														
<table border="1"> <thead> <tr> <th data-bbox="487 177 764 272">Person(s) Responsible</th> <th data-bbox="764 177 1157 272">Timeline</th> <th data-bbox="1157 177 1451 272">Resources</th> <th data-bbox="1451 177 1713 272">Formative Evaluation</th> <th data-bbox="1713 177 1965 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 272 764 396">Acevedo, David Anderson, Mykia Staff</td> <td data-bbox="764 272 1157 396">Fall 2020 Spring 2021</td> <td data-bbox="1157 272 1451 396">Time, All Teachers</td> <td data-bbox="1451 272 1713 396">Participation Pre-Acquisition Forms</td> <td data-bbox="1713 272 1965 396">Purchasing of Equipment</td> </tr> </tbody> </table>						Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Equipment
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Equipment											
<p><b>Strategy 10:</b></p> <p>**Make sure our English I &amp; II and Algebra I students are attending tutorials.</p> <p>** Promote a Saturday Fun Math / Science Bootcamp for enrichment: Science / Math instruction with prizes.</p> <p>** Implement a Pull Out Program during the Fall &amp; Spring Semester for once a week enrichment instruction in Math &amp; Science</p> <p>** Identify struggling students and place them in one of our EOC Enrichment Classes for instruction.</p> <p>* Participation in Algebra I, Biology, U.S. History, ELA I &amp; ELA II Benchmarks in November and January.</p> <p>* Administer the Texas Interim Assessment exams for Algebra, English, Social Studies, and Science.</p>	<p><b>Action Step:</b> Help our students meet the Federal Safeguards in Math</p>														
<table border="1"> <thead> <tr> <th data-bbox="487 493 764 589">Person(s) Responsible</th> <th data-bbox="764 493 1157 589">Timeline</th> <th data-bbox="1157 493 1451 589">Resources</th> <th data-bbox="1451 493 1713 589">Formative Evaluation</th> <th data-bbox="1713 493 1965 589">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 589 764 769">Acevedo, David Anderson, Mykia Staff in EOC based classes</td> <td data-bbox="764 589 1157 769">Fall 2020 Spring 2021</td> <td data-bbox="1157 589 1451 769">Time, All Teachers</td> <td data-bbox="1451 589 1713 769">Spring 2020</td> <td data-bbox="1713 589 1965 769">Monitoring Camp Organization and Participation</td> </tr> </tbody> </table>						Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Anderson, Mykia Staff in EOC based classes	Fall 2020 Spring 2021	Time, All Teachers	Spring 2020	Monitoring Camp Organization and Participation
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Acevedo, David Anderson, Mykia Staff in EOC based classes	Fall 2020 Spring 2021	Time, All Teachers	Spring 2020	Monitoring Camp Organization and Participation											
<p><b>Strategy 12:</b></p>	<p><b>Action Step:</b> Help our students meet the Federal Safeguards in Reading</p>														

<p>** Implement opportunities for our students to read for enjoyment.</p> <p>** Campus Read - Pass Assessment - Reward Students</p> <p>** Engage our students in Annotating a Text</p> <p>** Cross Curriculum Reading and Writing opportunities.</p> <p>** Research Reading Program to fill in the gaps.</p>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Fall 2020 Spring 2021	Scheduling and Participation

<b>Goal 5:</b>	<b>Improve instructional leadership which in turn improves morale and motivation for all employees.</b>				
<p><b>Strategy 1:</b> Weekly Administrative team meetings to monitor needs of campus. Instructional Walk-Throughs. Facilitating Halls w/ teachers and creating relationships with staff.</p>	<b>Action Step:</b> Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Administration, Principals, Assistant Principals	Fall 2020 Spring 2021	Time, Administrators	August 2020 June 2021.	Scheduling and Collaborative Participation
<p><b>Strategy 2:</b> Administrative staff will participate in instructional leadership opportunities to improve performance. PEP (Principals Encouraging Principals) Conference / RAC (Regional Advisory</p>	<b>Action Step:</b> Campus Administration will attend applicable professional development workshops and continue memberships in state professional organizations. (TASSP)				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

Committee). TASSP State Organization Membership and Conference. TASSP Law Conference.	Acevedo, David Anderson, Mykia	Summer 2020 Fall 2020 Summer 2021	Time, TASSP Organization, Region 14 Service Center	Summer 2020 Fall 2020 Spring 2021	Professional Development and Certifications										
<p><b>Strategy 3:</b> Clyde High School employees will be held accountable for Professional Performance and Conduct. Documentation through use of District approved T-TESS Appraisal System will be used to commend performance, to facilitate improvement of performance, or if necessary to prepare for non renewal or termination.</p>	<p><b>Action Step:</b> All teachers will participate in the T-TESS Evaluation process. Administrators will conduct classroom walkthroughs and observations during the school year.</p>														
<table border="1"> <thead> <tr> <th data-bbox="495 394 764 488">Person(s) Responsible</th> <th data-bbox="774 394 1157 488">Timeline</th> <th data-bbox="1167 394 1451 488">Resources</th> <th data-bbox="1461 394 1713 488">Formative Evaluation</th> <th data-bbox="1724 394 1929 488">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 496 764 639">           Acevedo, David Anderson, Mykia         </td> <td data-bbox="774 496 1157 639">           Fall 2020 Spring 2021         </td> <td data-bbox="1167 496 1451 639">           Class Observations, Walk-Throughs, Summative Conferences         </td> <td data-bbox="1461 496 1713 639">           September 9th 2020 through April 1st 2021.         </td> <td data-bbox="1724 496 1929 639">           T-TESS &amp; T-PESS Evaluations and Process         </td> </tr> </tbody> </table>						Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Anderson, Mykia	Fall 2020 Spring 2021	Class Observations, Walk-Throughs, Summative Conferences	September 9th 2020 through April 1st 2021.	T-TESS & T-PESS Evaluations and Process
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Acevedo, David Anderson, Mykia	Fall 2020 Spring 2021	Class Observations, Walk-Throughs, Summative Conferences	September 9th 2020 through April 1st 2021.	T-TESS & T-PESS Evaluations and Process											

**CIP PART II: ASSURANCE ADDENDUM**

**Clyde High School School**

**David Acevedo, 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.

<input checked="" type="checkbox"/>	Clyde High School 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 type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input type="checkbox"/>	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 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 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 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 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>
David Acevedo	Principal - Chairperson
Carrie Atchison	Counselor
Courtney Metcalf	Teacher
Amelia Emery	Teacher
Jennifer Warren	Teacher
Scott Campbell	AD
Toni Brockway	Parent
Randi Stevens	Parent
Rachel Laughlin	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
[X] 1) STAAR Recognized or Exemplary	For 2019-2020, 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.
[X] 2) STAAR Advanced Academic Achievement Performance	For 2019-2020, 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 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.

	Goal	Description	Formative	Summative	Strategy
[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.
[X] 8)	Secondary Dropout 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 2015-2016 dropout 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.
[X] 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 100 %.	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.

[X]	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.
[X]	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.
[X]	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.
[X]	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>
[X]	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.
[ ]	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.

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| <p>[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 infoserv web and are accessible to teachers and administrators.</p> |
| <p>[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.</p>      |



