

2020 - 2021 CLYDE HIGH SCHOOL

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 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 %
• Biology	88%	86%	2 point decrease	86%	90 %
• ELA I	65%	64%	1 point decrease	64%	68 %
• ELA II	73%	76%	3 point increase	76%	78 %
• U. S. History	93 %	93%	.2 point increase	93%	95 %

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

District Priority:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners.														
GOAL 1:	CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.														
Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.	<p>Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Person(s) Responsible</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Timeline</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Resources</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Formative Evaluation</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Documented</th></tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">High School Principal</td><td style="text-align: center; padding: 5px;">Spring 2021</td><td style="text-align: center; padding: 5px;">Time, District Admin. Staff</td><td style="text-align: center; padding: 5px;">August 2020 New Hires T-TESS Observation</td><td style="text-align: center; padding: 5px;">Staff Schedules</td></tr> </tbody> </table>					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
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Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers	<p>Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Person(s) Responsible</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Timeline</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Resources</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Formative Evaluation</th><th style="background-color: #D9D9D9; text-align: center; padding: 5px;">Documented</th></tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">High School Principal</td><td style="text-align: center; padding: 5px;">Spring 2021</td><td style="text-align: center; padding: 5px;">Time, Teachers, Staff, District Admin Staff</td><td style="text-align: center; padding: 5px;">August 2020</td><td style="text-align: center; padding: 5px;">Teaching Certificates</td></tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	High School Principal	Spring 2021	Time, Teachers, Staff, District Admin Staff	August 2020	Teaching Certificates
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Strategy 3: Provide students with	Action Step: CHS students will be provided with a computer based ACT Prep program before taking the test.														

<p>opportunities to prepare for and / improve performance on the ACT/SAT/PSAT.</p> <p>Update software in library computer lab. Provide student College Prep classes in English & 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 ACT Prep Conference in the Fall 2018</p>	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David; Howard, Teresa; Atchison, Carrie; Broadfoot, Mindy</td><td>Fall 2020 - Spring 2020</td><td>Student Participation, Time, Teachers, Supplies</td><td>October 2020 Computer Based Odyssey Software / College Prep Classes / ACT Workshop</td><td></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>Strategy 4: Accelerated Instruction will be used to prepare students for EOC testing in Algebra I, English I and English II, Biology and U.S. History. Enrichment Instruction is provided for student not meeting STAAR EOC standard in 8th grade.</p>	<p>Action Step: 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>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Amelia Emery; Phyllis Graham; Debra Tucker; Christi Patton; Cathy Gerhart; Colby Rowley</td><td>Summer 2020 Fall 2020 - Spring 2021</td><td>Time, Teachers, Supplies, Campus Admin Staff, FTE 1,2</td><td>Fall 2020 Spring 2021 Student Daily Schedules or Mandatory Tutorials</td><td>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>Strategy 5: **Teachers will attend EOC staff development available through ESC 14 and Clyde High School. Additional Targeted Assistance.</p>	<p>Action Step: Provide and communicate professional development opportunities to our campus teachers.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> </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>	<table border="1"> <tr> <td data-bbox="540 124 783 328">HS Principal</td><td data-bbox="783 124 1058 328">Summer 2020 Spring 2021</td><td data-bbox="1058 124 1480 328">Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff</td><td data-bbox="1480 124 1733 328">June 2021 PD Certificates of Completion • 12 Hours of PD required</td><td data-bbox="1733 124 1976 328">Certificates</td></tr> </table>	HS Principal	Summer 2020 Spring 2021	Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff	June 2021 PD Certificates of Completion • 12 Hours of PD required	Certificates					
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<p>Strategy 6: Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony & Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. Students of the Month Recognition. State Qualifier Board Recognition</p>	<p>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p> <table border="1"> <thead> <tr> <th data-bbox="540 425 783 523">Person(s) Responsible</th><th data-bbox="783 425 1058 523">Timeline</th><th data-bbox="1058 425 1480 523">Resources</th><th data-bbox="1480 425 1733 523">Formative Evaluation</th><th data-bbox="1733 425 1976 523">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="540 523 783 621">HS Principal</td><td data-bbox="783 523 1058 621">Summer 2020 Spring 2021</td><td data-bbox="1058 523 1480 621">Time, Teachers, Supplies, Campus Admin Staff</td><td data-bbox="1480 523 1733 621">Organized participation</td><td data-bbox="1733 523 1976 621">Certificates and Awards</td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	HS Principal	Summer 2020 Spring 2021	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards
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<p>Strategy 7: Each ESL student will be monitored by a certified ESL instructor for individual assistance in academics and EOC remediation.</p>	<p>Action Step: 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> <table border="1"> <thead> <tr> <th data-bbox="540 941 783 1039">Person(s) Responsible</th><th data-bbox="783 941 1058 1039">Timeline</th><th data-bbox="1058 941 1480 1039">Resources</th><th data-bbox="1480 941 1733 1039">Formative Evaluation</th><th data-bbox="1733 941 1976 1039">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="540 1039 783 1225">Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Emery, Amelia</td><td data-bbox="783 1039 1058 1225">Fall 2020 Spring 2021</td><td data-bbox="1058 1039 1480 1225">Time, Teachers, Supplies, Guest Speaker, Campus Admin Staff, 14 FTE</td><td data-bbox="1480 1039 1733 1225">August 2020 -May 2021</td><td data-bbox="1733 1039 1976 1225">ESL Planning and Instruction</td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Emery, Amelia	Fall 2020 Spring 2021	Time, Teachers, Supplies, Guest Speaker, Campus Admin Staff, 14 FTE	August 2020 -May 2021	ESL Planning and Instruction
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<p>Strategy 8: 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>Action Step: 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="508 176 1959 551"> <thead> <tr> <th data-bbox="508 176 798 262">Person(s) Responsible</th><th data-bbox="798 176 1036 262">Timeline</th><th data-bbox="1036 176 1486 262">Resources</th><th data-bbox="1486 176 1746 262">Formative Evaluation</th><th data-bbox="1746 176 1959 262">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="508 262 798 551">David Acevedo, Carrie Atchison Broadfoot, Mindy; Hooper, Debbie</td><td data-bbox="798 262 1036 551">Fall 2020 Spring 2021</td><td data-bbox="1036 262 1486 551">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, FTE 1.5, Agreement, 50,000 - SCE</td><td data-bbox="1486 262 1746 551">August 2019 Students must apply for acceptance into LEAP Program and be approved by LEAP committee</td><td data-bbox="1746 262 1959 551">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>Strategy 9: 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>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1" data-bbox="508 687 1959 948"> <thead> <tr> <th data-bbox="508 687 798 773">Person(s) Responsible</th><th data-bbox="798 687 1036 773">Timeline</th><th data-bbox="1036 687 1486 773">Resources</th><th data-bbox="1486 687 1746 773">Formative Evaluation</th><th data-bbox="1746 687 1959 773">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="508 773 798 948">David Acevedo, Carrie Atchison Broadfoot, Mindy</td><td data-bbox="798 773 1036 948">Fall 2020 Spring 2021</td><td data-bbox="1036 773 1486 948">Time, Teachers, CAmpus Admin Staff</td><td data-bbox="1486 773 1746 948">October 2020 Counselors PGP with Students</td><td data-bbox="1746 773 1959 948">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>Strategy 10: 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>Action Step: Several meetings conducted concerning FAFSA, Scholarships, Application Procedures, and Career Opportunities .</p> <table border="1" data-bbox="508 1083 1959 1274"> <thead> <tr> <th data-bbox="508 1083 798 1170">Person(s) Responsible</th><th data-bbox="798 1083 1036 1170">Timeline</th><th data-bbox="1036 1083 1486 1170">Resources</th><th data-bbox="1486 1083 1746 1170">Formative Evaluation</th><th data-bbox="1746 1083 1959 1170">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="508 1170 798 1274">David Acevedo, Carrie Atchison</td><td data-bbox="798 1170 1036 1274">Fall 2020 Spring 2021</td><td data-bbox="1036 1170 1486 1274">Time, Staff</td><td data-bbox="1486 1170 1746 1274">August 2020</td><td data-bbox="1746 1170 1959 1274">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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8th Grade Parent Night	<table border="1" data-bbox="511 233 1731 285"> <tr> <td data-bbox="511 233 813 285">Broadfoot, Mindy</td><td data-bbox="813 233 1096 285"></td><td data-bbox="1096 233 1495 285"></td><td data-bbox="1495 233 1731 285"></td></tr> </table>	Broadfoot, Mindy									
Broadfoot, Mindy											
Strategy 11: Clyde High School will provide a Peer Assistance and Leadership Program (PALS) with CBVI student participation.	Action Step: 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. <table border="1" data-bbox="511 329 1731 574"> <thead> <tr> <th data-bbox="511 329 813 406">Person(s) Responsible</th><th data-bbox="813 329 1096 406">Timeline</th><th data-bbox="1096 329 1495 406">Resources</th><th data-bbox="1495 329 1731 406">Formative Evaluation</th><th data-bbox="1731 329 1936 406">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="511 406 813 574">HS Principal HS PALS Coordinator</td><td data-bbox="813 406 1096 574">Fall 2019 Spring 2020</td><td data-bbox="1096 406 1495 574">Time, Teachers, FTE 14</td><td data-bbox="1495 406 1731 574">August 2020 BackPack for Kids Program</td><td data-bbox="1731 406 1936 574">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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Strategy 12: 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.	Action Step: Enrichment classes will be provided with instruction and a mandatory tutorial program implemented. <table border="1" data-bbox="511 664 1731 971"> <thead> <tr> <th data-bbox="511 664 813 740">Person(s) Responsible</th><th data-bbox="813 664 1096 740">Timeline</th><th data-bbox="1096 664 1495 740">Resources</th><th data-bbox="1495 664 1731 740">Formative Evaluation</th><th data-bbox="1731 664 1936 740">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="511 740 813 971">David Acevedo; Steve Cates; Atchison, Carrie; Broadfoot, Mindy</td><td data-bbox="813 740 1096 971">Fall 2020 Spring 2021</td><td data-bbox="1096 740 1495 971">Time, Teachers, Supplies, Staff,District Coordinator, Campus Admin Staff, FTE 1.2</td><td data-bbox="1495 740 1731 971">August 2020 Student daily schedules or mandatory tutorials</td><td data-bbox="1731 740 1936 971">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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Strategy 13: 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	Action Step: CHS will communicate necessary information to parents in multiple ways. <table border="1" data-bbox="511 1067 1731 1251"> <thead> <tr> <th data-bbox="511 1067 813 1144">Person(s) Responsible</th><th data-bbox="813 1067 1096 1144">Timeline</th><th data-bbox="1096 1067 1495 1144">Resources</th><th data-bbox="1495 1067 1731 1144">Formative Evaluation</th><th data-bbox="1731 1067 1936 1144">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="511 1144 813 1251">Acevedo, David Atchison, Carrie;</td><td data-bbox="813 1144 1096 1251">Fall 2020 Spring 2021</td><td data-bbox="1096 1144 1495 1251">Time, Teachers, School Library, Outside Consultant, Guest</td><td data-bbox="1495 1144 1731 1251">August 2020</td><td data-bbox="1731 1144 1936 1251">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.														
Strategy 1: As an introduction to the Drug Testing program at Clyde High School. Information will be shared through the athletics classes, and ParentSquare	Action Step: Created a link on Clyde ISD web page concerning FNF Local Drug Testing Program. <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>David Acevedo, Mykia Anderson, and the AD</td> <td>Fall 2020 Spring 2021</td> <td>Time, Campus Admin Staff</td> <td>October 2020 Test results and the study of those results</td> <td>Scheduling and Documentation</td> </tr> </tbody> </table>					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
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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											
Strategy 2: Continue usage of available instructional tools to help students reach their full academic achievement.	Action Step: CHS will continue to use our Unit Assessments, Enrichment classes, Tutorials, and Summer School instruction. <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>David Acevedo; Carrie Atchison, Mindy Broadfoot, and teaching staff</td> <td>Fall 2020 Spring 2021</td> <td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td> <td>August 2020 Staff Development (Teachers Teaching Teachers) PLC Agenda</td> <td>Implementation of Instructional Tools</td> </tr> </tbody> </table>					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
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<p>Strategy 3: Expand and evaluate Summer School program and Unit Data Review at Clyde High School. Evaluate our Accelerated Instruction for STAAR EOC students.</p>	<p>Action Step: 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="498 172 1934 393"> <thead> <tr> <th data-bbox="498 172 741 262">Person(s) Responsible</th><th data-bbox="741 172 1121 262">Timeline</th><th data-bbox="1121 172 1459 262">Resources</th><th data-bbox="1459 172 1712 262">Formative Evaluation</th><th data-bbox="1712 172 1934 262">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 262 741 393">Acevedo, David; Kinslow, Paula</td><td data-bbox="741 262 1121 393">Summer 2020</td><td data-bbox="1121 262 1459 393">Time, Teachers, Campus Admin Staff</td><td data-bbox="1459 262 1712 393">June 2020 PLC Agenda</td><td data-bbox="1712 262 1934 393">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
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Acevedo, David; Kinslow, Paula	Summer 2020	Time, Teachers, Campus Admin Staff	June 2020 PLC Agenda	Evaluation and Review							
<p>Strategy 4: Continue use of rigorous assessments with online credit recovery/acceleration program to ensure depth of student learning and success on State Assessments.</p>	<p>Action Step: Unit Assessment in EOC tested subjects.. Continue Credit Recovery LEAP Program for student success.</p> <table border="1" data-bbox="498 483 1934 837"> <thead> <tr> <th data-bbox="498 483 741 572">Person(s) Responsible</th><th data-bbox="741 483 1121 572">Timeline</th><th data-bbox="1121 483 1459 572">Resources</th><th data-bbox="1459 483 1712 572">Formative Evaluation</th><th data-bbox="1712 483 1934 572">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 572 741 837">Acevedo, David; Kinslow, Paula</td><td data-bbox="741 572 1121 837">Fall 2020 Spring 2021</td><td data-bbox="1121 572 1459 837">Time, Teachers, Campus Admin Staff</td><td data-bbox="1459 572 1712 837">August 2020 Unit Assessments CIS/C Benchmarks Core STAAR Tested Areas / November & January</td><td data-bbox="1712 572 1934 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 CIS/C Benchmarks Core STAAR Tested Areas / November & January	Scheduling, Organization, and Implementation
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<p>Strategy 5: Clyde High School will continue a random student Drug Testing program in the 2020-2021 School Year.</p>	<p>Action Step: Drug testing program with Drug Screen Compliance, San Angelo, Texas.</p> <table border="1" data-bbox="498 918 1934 1233"> <thead> <tr> <th data-bbox="498 918 741 1008">Person(s) Responsible</th><th data-bbox="741 918 1121 1008">Timeline</th><th data-bbox="1121 918 1459 1008">Resources</th><th data-bbox="1459 918 1712 1008">Formative Evaluation</th><th data-bbox="1712 918 1934 1008">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 1008 741 1233">Acevedo, David Anderson, Mykia</td><td data-bbox="741 1008 1121 1233">Fall 2020 Spring 2021</td><td data-bbox="1121 1008 1459 1233">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.</td><td data-bbox="1459 1008 1712 1233">August 2020 Drug Screen Compliance San Angelo, Texas</td><td data-bbox="1712 1008 1934 1233">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>Strategy 6: The Campus Code of Conduct will be followed / enforced to ensure a safe learning environment.</p>	<p>Action Step: Administration will support our teachers, enforce our Campus Code of Conduct and hold our students accountable.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Mykia Anderson, David Acevedo Staff</td><td>Fall 2020 Spring 2021</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td><td>August 2020 Participation</td><td>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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<p>Strategy 7: Continue to update district website, utilize automated phone system, and marquees, Parent Square, Facebook, CISD Web page, Instagram</p>	<p>Action Step: Continue communicating with stakeholders.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David Mykia Anderson Angela Burson</td><td>Fall 2020 Spring 2021</td><td>Technology Department</td><td>August 2020</td><td>Communication ,Documentation and Implementation</td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Mykia Anderson Angela Burson	Fall 2020 Spring 2021	Technology Department	August 2020	Communication ,Documentation and Implementation
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David Mykia Anderson Angela Burson	Fall 2020 Spring 2021	Technology Department	August 2020	Communication ,Documentation and Implementation							
<p>Strategy 8: Teachers and students use an additional instructional tool for remedial instruction in Algebra I / English I & II classes as a supportive instructional tool. Researching programs as of 10-10-19.</p> <p>*Teachers and Students participating in Accelerated Instruction in English / Reading Enrichment, English / Reading Tutoring and English classes to help students</p>	<p>Action Step: Provide support for teachers in the use of an additional program for remedial instruction.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David; Kingston, Misti; Christi Patton; Blair Matos; Michael Waggoner; Michelle Howard; Amelia Emery, Ashley Williams, Phyllis Graham,</td><td>Summer 2020 Fall 2020 Spring 2021</td><td>Call to find cost, Time, Teachers</td><td>August 2020 State Assessment Data</td><td>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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<p>academic achievement. ** PBMAS and Additional Targeted Support.</p>											
<p>Strategy 9: 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>Action Step: Provide incentives for teachers to coach UIL events and increase success.</p> <table border="1" data-bbox="498 355 1938 605"> <thead> <tr> <th data-bbox="498 355 762 453">Person(s) Responsible</th><th data-bbox="762 355 1178 453">Timeline</th><th data-bbox="1178 355 1501 453">Resources</th><th data-bbox="1501 355 1727 453">Formative Evaluation</th><th data-bbox="1727 355 1938 453">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 453 762 605">Acevedo, David; Howard, Teresa</td><td data-bbox="762 453 1178 605">Fall 2020 Spring 2021</td><td data-bbox="1178 453 1501 605">Time, Teachers, Staff, District Administrative Staff</td><td data-bbox="1501 453 1727 605">Participation</td><td data-bbox="1727 453 1938 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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Goal 3:	Implement a rigorous, comprehensive, and aligned curriculum (vertical and horizontal) offering guidance and courses leading to career pathways and post graduate success.
<p>Strategy 1: Instructional In depth use of TEKS Resource System Curriculum, specifically the IFD and YAG documents and</p>	<p>Action Step: 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="513 107 777 205">Person(s) Responsible</th><th data-bbox="777 107 1178 205">Timeline</th><th data-bbox="1178 107 1484 205">Resources</th><th data-bbox="1484 107 1738 205">Formative Evaluation</th><th data-bbox="1738 107 1957 205">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 205 777 368">Acevedo, David; Anderson, Mykia</td><td data-bbox="777 205 1178 368">Fall 2020 Spring 2021</td><td data-bbox="1178 205 1484 368">Time Teachers</td><td data-bbox="1484 205 1738 368">August 2020 Participation Unit / Benchmark Assessments</td><td data-bbox="1738 205 1957 368">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>Strategy 2: 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>Action Step: 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="513 458 777 556">Person(s) Responsible</th><th data-bbox="777 458 1178 556">Timeline</th><th data-bbox="1178 458 1484 556">Resources</th><th data-bbox="1484 458 1738 556">Formative Evaluation</th><th data-bbox="1738 458 1957 556">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 556 777 801">Acevedo, David; Ron Nelson, Dustin Morphis Angela Burson</td><td data-bbox="777 556 1178 801">Fall 2020 Spring 2021</td><td data-bbox="1178 556 1484 801">Time, Teachers, Supplies, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</td><td data-bbox="1484 556 1738 801">August 2020 PD</td><td data-bbox="1738 556 1957 801">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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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							
<p>Strategy 3: 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 Location, Clyde Car Wash (Care of School Vehicles) developing work and social skills.</p>	<p>Action Step: 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="513 980 777 1078">Person(s) Responsible</th><th data-bbox="777 980 1178 1078">Timeline</th><th data-bbox="1178 980 1484 1078">Resources</th><th data-bbox="1484 980 1738 1078">Formative Evaluation</th><th data-bbox="1738 980 1957 1078">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 1078 777 1299">Acevedo, David; Davis, Brian SPED Department</td><td data-bbox="777 1078 1178 1299">Fall 2020 Spring 2021</td><td data-bbox="1178 1078 1484 1299">Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, District Admin Staff,</td><td data-bbox="1484 1078 1738 1299">August 2020 Participation</td><td data-bbox="1738 1078 1957 1299">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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<p>opportunities to implement our CBVI / CBVE Program.</p>	<table border="1"> <tr> <td></td><td></td><td>Campus Admin Staff, Computers.</td><td></td><td></td></tr> </table>			Campus Admin Staff, Computers.							
		Campus Admin Staff, Computers.									
<p>Strategy 4: Provide Educational Services, Compensatory Education Home Instruction and Counseling Services.</p>	<p>Action Step: CHS counselors and staff will continue to provide homebound instruction and counseling services to those students in need.</p> <table border="1"> <thead> <tr> <th data-bbox="513 360 762 442">Person(s) Responsible</th><th data-bbox="762 360 1163 442">Timeline</th><th data-bbox="1163 360 1480 442">Resources</th><th data-bbox="1480 360 1712 442">Formative Evaluation</th><th data-bbox="1712 360 1945 442">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 442 762 597">Atchison, Carrie; Broadfoot, Mindy</td><td data-bbox="762 442 1163 597">Fall 2020 Spring 2021</td><td data-bbox="1163 442 1480 597">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td data-bbox="1480 442 1712 597">August 2020 Participation</td><td data-bbox="1712 442 1945 597">Scheduling and Assigning Teachers</td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2020 Participation	Scheduling and Assigning Teachers
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2020 Participation	Scheduling and Assigning Teachers							
<p>Strategy 5: 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.</p>	<p>Action Step: CHS will continue to offer and meet the needs of our dual credit students to receive college credit.</p> <table border="1"> <thead> <tr> <th data-bbox="513 703 762 784">Person(s) Responsible</th><th data-bbox="762 703 1163 784">Timeline</th><th data-bbox="1163 703 1480 784">Resources</th><th data-bbox="1480 703 1712 784">Formative Evaluation</th><th data-bbox="1712 703 1945 784">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 784 762 940">Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy</td><td data-bbox="762 784 1163 940">Fall 2020 Spring 2021</td><td data-bbox="1163 784 1480 940">Time, Teachers, CJC, On-Line, Staff</td><td data-bbox="1480 784 1712 940">June 2021 Participation</td><td data-bbox="1712 784 1945 940">Student Scheduling Teacher Schedules</td></tr> </tbody> </table>	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
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Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Teachers, CJC, On-Line, Staff	June 2021 Participation	Student Scheduling Teacher Schedules							

<p>Strategy 6: 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>Action Step: 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="513 176 1949 393"> <thead> <tr> <th data-bbox="513 176 762 257">Person(s) Responsible</th><th data-bbox="762 176 1157 257">Timeline</th><th data-bbox="1157 176 1480 257">Resources</th><th data-bbox="1480 176 1733 257">Formative Evaluation</th><th data-bbox="1733 176 1949 257">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 257 762 393">Acevedo, David; Atchison, Carrie; Broadfoot, Mindy</td><td data-bbox="762 257 1157 393">Fall 2020 Spring 2021</td><td data-bbox="1157 257 1480 393">Time, Library, Computer Lab</td><td data-bbox="1480 257 1733 393">August 2020 Technology Participation</td><td data-bbox="1733 257 1949 393">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
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Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2020 Spring 2021	Time, Library, Computer Lab	August 2020 Technology Participation	Student Registration							
<p>Strategy 7: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2020-2021 school year.</p>	<p>Action Step: 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="513 535 1949 752"> <thead> <tr> <th data-bbox="513 535 762 616">Person(s) Responsible</th><th data-bbox="762 535 1157 616">Timeline</th><th data-bbox="1157 535 1480 616">Resources</th><th data-bbox="1480 535 1733 616">Formative Evaluation</th><th data-bbox="1733 535 1949 616">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 616 762 752">Acevedo, David; Dalton, Robert Gerhart, Cathy</td><td data-bbox="762 616 1157 752">Fall 2020 Spring 2021</td><td data-bbox="1157 616 1480 752">Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000</td><td data-bbox="1480 616 1733 752">August 2020</td><td data-bbox="1733 616 1949 752">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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<p>Strategy 8: Clyde High School will continue to provide CTE classes in Health Science Technology, Agriculture Science, Business, Engineering & Robotics, Law Enforcement, Hospitality Tourism and Human Resources. Students can receive certifications in CNA and Pharmacy Tech, Phlebotomy, Rig Pass</p>	<p>Action Step: 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="513 894 1949 1171"> <thead> <tr> <th data-bbox="513 894 762 975">Person(s) Responsible</th><th data-bbox="762 894 1157 975">Timeline</th><th data-bbox="1157 894 1480 975">Resources</th><th data-bbox="1480 894 1733 975">Formative Evaluation</th><th data-bbox="1733 894 1949 975">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="513 975 762 1171">Acevedo, David; Walker, Sondra</td><td data-bbox="762 975 1157 1171">Fall 2020 Spring 2021</td><td data-bbox="1157 975 1480 1171">Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)</td><td data-bbox="1480 975 1733 1171">August 2020 Participation</td><td data-bbox="1733 975 1949 1171">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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<p>Strategy 9:</p>	<p>Action Step: 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.</p> <p>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>	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David Neal, Mike McGuire, Paul Burson, Angela</td><td>Fall 2020 Spring 2021</td><td>Time, Teachers, District Coordinator, Campus Admin Staff, Computers, InfoSource</td><td>2020 PD with Technology Department</td><td>Technology Training Certification</td></tr> </tbody> </table>	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
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<p>Strategy 10:</p> <p>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 & II Benchmark Testing in January. Unit Assessment - Core Subjects / STAAR Tested Subjects - Math, Science, English, Social Studies.</p> <p>** Additional Targeted Support.</p>	<p>Action Step: Utilize Eduphoria Unit Assessments through Aware and create our data to increase student achievement.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Acevedo, David; Atchison, Carrie; Broadfoot, Mindy</td> <td>Fall 2020 Spring 2021</td> <td>Time, Teachers, Staff, Campus Admin Staff</td> <td>Evaluate 5-6 weeks Unit Assessments.</td> <td>Implementation of Benchmark Plan</td> </tr> </tbody> </table>	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
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<p>Goal 4:</p>	<p>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.</p>
<p>Strategy 1:</p>	<p>Action Step: Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff.</p>

<p>Increase Advanced Academic Achievement performance and Attendance in all subjects and grade levels.</p>	<table border="1"> <thead> <tr> <th data-bbox="498 107 762 205">Person(s) Responsible</th><th data-bbox="762 107 1153 205">Timeline</th><th data-bbox="1153 107 1459 205">Resources</th><th data-bbox="1459 107 1712 205">Formative Evaluation</th><th data-bbox="1712 107 1945 205">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 205 762 393">Acevedo, David; Kinslow, Paula</td><td data-bbox="762 205 1153 393">Fall 2020 Spring 2021</td><td data-bbox="1153 205 1459 393">Time, Teachers and Administration</td><td data-bbox="1459 205 1712 393">August 2020 Enrichment classes, Tutorials/Unit Assessments</td><td data-bbox="1712 205 1945 393">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
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<p>Strategy 2: 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>Action Step: 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="498 515 762 613">Person(s) Responsible</th><th data-bbox="762 515 1153 613">Timeline</th><th data-bbox="1153 515 1459 613">Resources</th><th data-bbox="1459 515 1712 613">Formative Evaluation</th><th data-bbox="1712 515 1945 613">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 613 762 768">Acevedo, David Staff</td><td data-bbox="762 613 1153 768">Fall 2020 Spring 2021</td><td data-bbox="1153 613 1459 768">PLC Meetings, Teachers, Campus Administration</td><td data-bbox="1459 613 1712 768">June/July 2020 PLC Data Review</td><td data-bbox="1712 613 1945 768">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
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<p>Strategy 3: 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>Action Step: 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="498 907 762 1005">Person(s) Responsible</th><th data-bbox="762 907 1153 1005">Timeline</th><th data-bbox="1153 907 1459 1005">Resources</th><th data-bbox="1459 907 1712 1005">Formative Evaluation</th><th data-bbox="1712 907 1945 1005">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 1005 762 1160">Acevedo, David; Kinslow, Paula Burson, Angela</td><td data-bbox="762 1005 1153 1160">Summer 2020 Fall 2020 Spring 2021</td><td data-bbox="1153 1005 1459 1160">PLC Meetings, Summer Data Days, Teachers, Campus Administration</td><td data-bbox="1459 1005 1712 1160">June/July 2020 PLC Data days</td><td data-bbox="1712 1005 1945 1160">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
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<p>Strategy 4:</p>	<p>Action Step: 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>	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David; Kinslow, Paula Anderson, Mykia</td><td>Fall 2020 Spring 2021</td><td>Comp Ed funds, local funds</td><td>August 2020 Mandatory tutorials participation</td><td>Scheduling Monitoring</td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula Anderson, Mykia	Fall 2020 Spring 2021	Comp Ed funds, local funds	August 2020 Mandatory tutorials participation	Scheduling Monitoring
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<p>Strategy 5: 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>Action Step: TEKS are the students that our teachers will use to instruct our students. They detail the curriculum requirements for every course taught.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Acevedo, David</td> <td>Fall 2020 Spring 2021</td> <td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td> <td>August 2020 Participation</td> <td>Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2020 Participation	Monitoring
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Acevedo, David	Fall 2020 Spring 2021	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2020 Participation	Monitoring							
<p>Strategy 6: 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>Action Step: 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> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Acevedo, David Robinson, Gigi</td> <td>Fall 2020 Spring 2021</td> <td>Time, Teachers, FTE \$9,000</td> <td>August 2020 Student schedules</td> <td>Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Robinson, Gigi	Fall 2020 Spring 2021	Time, Teachers, FTE \$9,000	August 2020 Student schedules	Master Schedule
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<p>instruction as campus culture is developed.</p>	<table border="1"> <tr> <td data-bbox="508 115 756 197">Department Heads at CHS</td><td data-bbox="756 115 1157 197"></td><td data-bbox="1157 115 1459 197"></td><td data-bbox="1459 115 1719 197"></td><td data-bbox="1719 115 1945 197"></td></tr> </table>	Department Heads at CHS									
Department Heads at CHS											
<p>Strategy 7: 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>Action Step: 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="508 328 756 409">Person(s) Responsible</th><th data-bbox="756 328 1157 409">Timeline</th><th data-bbox="1157 328 1459 409">Resources</th><th data-bbox="1459 328 1719 409">Formative Evaluation</th><th data-bbox="1719 328 1945 409">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="508 409 756 670">Acevedo, David; Graham, Phyllis; Emery, Amelia Howard, Michelle Williams, Ashley / Staff</td><td data-bbox="756 409 1157 670">Fall 2020 Spring 2021</td><td data-bbox="1157 409 1459 670">Time, All Teachers</td><td data-bbox="1459 409 1719 670">Participation.</td><td data-bbox="1719 409 1945 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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<p>Strategy 8: (11) Provide our students with the most up to date programs, materials, resources, equipment and supplies for instructional enrichment, support and academic achievement.</p>	<p>Action Step: 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="508 997 756 1078">Person(s) Responsible</th><th data-bbox="756 997 1157 1078">Timeline</th><th data-bbox="1157 997 1459 1078">Resources</th><th data-bbox="1459 997 1719 1078">Formative Evaluation</th><th data-bbox="1719 997 1945 1078">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="508 1078 756 1209">Acevedo, David Anderson, Mykia Staff</td><td data-bbox="756 1078 1157 1209">Fall 2020 Spring 2021</td><td data-bbox="1157 1078 1459 1209">Time, All Teachers</td><td data-bbox="1459 1078 1719 1209">Participation Pre-Acquisition Forms</td><td data-bbox="1719 1078 1945 1209">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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Strategy 9: (36) <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>Action Step: Allow coaches, sponsors, instructors, directors to purchase the proper equipment so that our students' needs are being met.</p> <table border="1" data-bbox="498 169 1938 393"> <thead> <tr> <th data-bbox="498 169 756 262">Person(s) Responsible</th><th data-bbox="756 169 1142 262">Timeline</th><th data-bbox="1142 169 1459 262">Resources</th><th data-bbox="1459 169 1733 262">Formative Evaluation</th><th data-bbox="1733 169 1938 262">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 262 756 393">Acevedo, David Anderson, Mykia Staff</td><td data-bbox="756 262 1142 393">Fall 2020 Spring 2021</td><td data-bbox="1142 262 1459 393">Time, All Teachers</td><td data-bbox="1459 262 1733 393">Participation Pre-Acquisition Forms</td><td data-bbox="1733 262 1938 393">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
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Strategy 10: <p>**Make sure our English I &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 & Spring Semester for once a week enrichment instruction in Math & 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 & ELA II Benchmarks in November and January.</p> <p>* Administer the Texas Interim Assessment exams for Algebra, English, Social Studies, and Science.</p>	<p>Action Step: Help our students meet the Federal Safeguards in Math</p> <table border="1" data-bbox="498 486 1938 773"> <thead> <tr> <th data-bbox="498 486 756 579">Person(s) Responsible</th><th data-bbox="756 486 1142 579">Timeline</th><th data-bbox="1142 486 1459 579">Resources</th><th data-bbox="1459 486 1733 579">Formative Evaluation</th><th data-bbox="1733 486 1938 579">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 579 756 773">Acevedo, David Anderson, Mykia Staff in EOC based classes</td><td data-bbox="756 579 1142 773">Fall 2020 Spring 2021</td><td data-bbox="1142 579 1459 773">Time, All Teachers</td><td data-bbox="1459 579 1733 773">Spring 2020</td><td data-bbox="1733 579 1938 773">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
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Acevedo, David Anderson, Mykia Staff in EOC based classes	Fall 2020 Spring 2021	Time, All Teachers	Spring 2020	Monitoring Camp Organization and Participation											
Strategy 12:	<p>Action Step: Help our students meet the Federal Safeguards in Reading</p>														

<ul style="list-style-type: none"> ** Implement opportunities for our students to read for enjoyment. ** Campus Read - Pass Assessment - Reward Students ** Engage our students in Annotating a Text ** Cross Curriculum Reading and Writing opportunities. ** Research Reading Program to fill in the gaps. 	<table border="1" data-bbox="487 99 1976 528"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Acevedo, David Anderson, Mykia Staff</td><td>Fall 2020 Spring 2021</td><td>Time, All Teachers</td><td>Fall 2020 Spring 2021</td><td>Scheduling and Participation</td></tr> </tbody> </table>	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
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Acevedo, David Anderson, Mykia Staff	Fall 2020 Spring 2021	Time, All Teachers	Fall 2020 Spring 2021	Scheduling and Participation							

Goal 5:	Improve instructional leadership which in turn improves morale and motivation for all employees.														
Strategy 1: Weekly Administrative team meetings to monitor needs of campus. Instructional Walk-Throughs. Facilitating Halls w/ teachers and creating relationships with staff.	Action Step: Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff. <table border="1" data-bbox="487 755 1976 975"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> <tbody> <tr> <td>Administration, Principals, Assistant Principals</td><td>Fall 2020 Spring 2021</td><td>Time, Administrators</td><td>August 2020 June 2021.</td><td>Scheduling and Collaborative Participation</td></tr> </tbody> </table>					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
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Strategy 2: Administrative staff will participate in instructional leadership opportunities to improve performance. PEP (Principals Encouraging Principals) Conference / RAC (Regional Advisory	Action Step: Campus Administration will attend applicable professional development workshops and continue memberships in state professional organizations. (TASSP) <table border="1" data-bbox="487 1093 1976 1204"> <thead> <tr> <th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr> </thead> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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<p>Committee). TASSP State Organization Membership and Conference. TASSP Law Conference.</p>	<table border="1"> <tr> <td data-bbox="487 101 762 262">Acevedo, David Anderson, Mykia</td><td data-bbox="762 101 1142 262">Summer 2020 Fall 2020 Summer 2021</td><td data-bbox="1142 101 1459 262">Time, TASSP Organization, Region 14 Service Center</td><td data-bbox="1459 101 1712 262">Summer 2020 Fall 2020 Spring 2021</td><td data-bbox="1712 101 1966 262">Professional Development and Certifications</td></tr> </table>	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					
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>Strategy 3: 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>Action Step: 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="487 388 762 486">Person(s) Responsible</th><th data-bbox="762 388 1142 486">Timeline</th><th data-bbox="1142 388 1459 486">Resources</th><th data-bbox="1459 388 1712 486">Formative Evaluation</th><th data-bbox="1712 388 1966 486">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 486 762 638">Acevedo, David Anderson, Mykia</td><td data-bbox="762 486 1142 638">Fall 2020 Spring 2021</td><td data-bbox="1142 486 1459 638">Class Observations, Walk-Throughs, Summative Conferences</td><td data-bbox="1459 486 1712 638">September 9th 2020 through April 1st 2021.</td><td data-bbox="1712 486 1966 638">T-TESS & 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
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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.

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

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
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

CPOC Meetings for 2020-2021		
DATE	TIME	LOCATION

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/screening, 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/screening, 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.

	Goal	Description	Formative	Summative	Strategy
[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

<p>[X] 1. Comprehensive needs assessment – 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.</p>
<p>[X] 2. School-wide reform strategies – 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.</p>
<p>[X] 3. Instruction by highly qualified teachers – 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.</p>
<p>[X] 4. High-quality and ongoing professional development – 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.</p>
<p>[X] 5. Strategies to attract high-quality, highly-qualified teachers – 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.</p>
<p>[X] 6. Strategies to increase parental involvement – 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.</p>
<p>[] 7. Transition from early childhood programs – 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)</p>
<p>[X] 8. Measures to include teachers in the decisions regarding the uses of academic assessments – 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.</p>

[X] 9. **Effective, timely additional assistance** – 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.

[X] 10. **Coordination and integration of federal, state, and local services and programs** – 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.

