

2021-22 Clyde Elementary

CAMPUS IMPROVEMENT PLAN

Clyde Elementary Vision:

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

Mission:

L - Lead Everyday

E - Empower the leader within

A - Achieve goals together

D - Develop champions

E - Establish a safe environment

R - Respect others

S - Strive for excellence

Theme:

Empower - Support - Celebrate

#keepchasingexcellence

Clyde Elementary School Campus Improvement Plan

2021-2022 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Elementary School conducted a comprehensive needs assessment for the 2021-2022 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Elementary School include 24 teachers, 13 paraprofessionals, and 1 administrator. The student population is 73.84% White, .87% African American, 19.4% Hispanic, 0.0% Asian, and 0.0% Native American. Additionally, the campus serves 53.2% economically disadvantaged students, 13.66% special education students, and 1.45% Limited English Proficient students. Attendance rates include 97.04% African American, 96.06% Hispanic, and 96.41% White.

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

Upon review of this data, several findings were noted. These findings include: The largest special population group is Low Socio-Economic. The Hispanic population continues to grow, with a slight increase in the number of ESL students. There was a slight decrease in the number of students served in Special Education, especially low-incidence populations. The attendance rate for each sub-population shows no discrepancies. The campus began the school year with optional remote learning due the COVID-19 pandemic. Beginning in October, optional remote learning was suspended. Last school year, the campus had 47,604 eligible in person instructional days and 1546.5 eligible remote learning instructional days.

Areas of need include:

Continued improvement in attendance/academics to gain Distinctions.

2020-2021 Clyde Elementary

Student Achievement

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

CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5

READING: 57% approaches or above

- Approaches (20%)
- Meets (17%)
- Masters (20%)

Area of Strength: Multiple Genres

Growth Focus: Vocabulary

- 1st Grade: NWEA K-2

READING: 76% average or above

- Average (27%)
- HiAverage (27%)
- Hi (22%)

Area of Strength: Vocabulary

Growth Focus: Composition, Inquiry and Research

- Kindergarten NWEA K-2

READING: - 79% average or above

- Average (20%)
- HiAverage (33%)
- Hi (26%)

Area of Strength: Multiple Genres: Author's Purpose and Craft

Growth Focus: Composition, Inquiry and Research

Goals for the 2020-21 School Year:

Clyde Elementary will see an overall growth of 5% increase in the number of students who are at least in the High Average range or higher in Reading and Math, according to the NWEA K-2 Growth Assessment by the end of the school year.

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

- 85% of Clyde Elementary students will meet their individual reading goals by May 15, 2022.
- 50% of Clyde Elementary students will serve as campus leaders by May 17, 2022.

School Culture, Climate, and Organization

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

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

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

Areas of need include:

Review current safety protocols and ensure the campus is compliant with the new regulations regarding HB3; continue the process of all K-2 Reading teachers will successfully complete the Reading Academy before the 2022-2023 school year.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters

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

Clyde Elementary Staff remains fairly consistent from year to year. In Kindergarten, there was an increase in the number of classroom sections needed due to enrollment increases. In order to meet the various academic needs of the special education population, an additional certified special education teacher was hired.

Areas of need include:

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

Family and Community Involvement

The following data was reviewed in relation to Family and Community

Involvement: PTO, Title I Parent Surveys, LIM Surveys

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

One hundred percent of the parents agree or strongly agree they are kept well informed of the activities at school and 80% agree or strongly agree Clyde Elementary has high academic standards for all students. Seventy-nine percent of parents prefer activities in the evening.

Areas of need include:

Have more activities for families using a remote or digital platform.

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

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

**Clyde Elementary School Campus Improvement
Plan**

District Priority:	Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.
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GOAL 1:	Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful.
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Strategy 1: Disaggregate Spring 2021 and Fall 2021 MAPs and CIRCLE data, as well NWEA Maps Fluency, and CIRCLE data	Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy, Goldston, Lori, Collins, Kallie	09/01/2021-05/20/2022	NWEA Maps Growth and Fluency, Rtl Checkpoints, CIRCLE	STAAR, NWEA Maps Growth and Fluency, CIRCLE	PLC Meeting notes; Rtl Meeting Notes

Strategy 2: Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement, including NWEA Digital PD and principal book studies	Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Kinslow, Paula	07/01/2021-05/20/2022	Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract	Feedback and Evaluation from staff; correspondence of PD facilitators	Certificate of Attendance

Strategy 3: Offer Grade K-2 students identified as in need of assistance additional reading and math tutorials through small-group and one-on-one instruction, coordinated by a certified teacher as an interventionist, targeting learning gaps created by COVID.	Action Step(s): Schedule daily tutorials and RTI pull-outs				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Goldston, Lori; Collins, Kallie; Grade Level Teachers	09/20/2021-05/20/2022	Interventionists, Home-room Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports	Monthly tutorial logs
Strategy 4: Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies	Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, & AR				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy; Darnell, Carma; Goldston, Lori	09/15/2021-05/20/2022	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path
Strategy 5: Conduct parent/teacher conferences for all students throughout the month of October.	Action Step(s): Review assessment data and outline expectations for the year.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Grade level reps	10/01/2021-10/31/2022	Schedules; time	none	Sign In Sheets Parent Square
Strategy 6: Create extended school day tutorials for qualifying students identified as needing intervention in Reading/Math through the ASPIRE Program.	Action Step(s): Analyze NWEA Growth Reports, Fluency Reports, TCEC Documentation				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Stacy Phillips; Kim Jones; Grade level teachers	10/01/2021-05/15/2022	United Way, Title I	Growth measures of students	Attendance Sheets; Time Sheets

Goal 2:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged.				
Strategy 1: Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers	Action Step(s): Hire HQ Staff.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Kinslow, Paula	08/20/2021-05/20/2022	Salary, Title I	Title I Report	Staff Schedules
Strategy 2: Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.	Action Step(s): Plan lessons according to data and the need for active engagement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Grade Level Reps; Goldston, Lori	08/20/2021-05/20/2022	Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports	Appraisals and Walk-throughs	Lesson plans, appraisals, walk-throughs
Strategy 3: Utilize interactive white boards, Chromebooks & other technology to promote 21st Century Learning and remote instruction.	Action Step(s): Students use technology as a learning tool.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Burson, Angela; Neal, Mike, Jones, Kim	07/01/2021-05/20/2022	Technology	Appraisals and Walk-throughs	Appraisals & Walk-Throughs
Strategy 4: Utilize components of the 7 Habits of Highly Effective People through the Leader in Me Program.	Action Step(s): Staff development and campus visits with Leader in Me schools.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy; all staff	8/24/2021 - 05/22/2022	District Funds	Surveys	Purchase Order

Strategy 5: K-3 core and special education teachers attend Reading Academy training through ESC 14.	Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Certified Classroom Teachers and Special Ed Teachers	07/2021 - 6/2022	Title I Funds	Progress Reports	Sign In Sheets, Certificates, Artifact Completion

Goal 3:	Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community.
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Strategy 1: Hold “Meet the Teacher” Night prior to the first day of school.	Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Kinslow, Paula; Berry, Kenny; Jones, Kim	08/24/2021	Time	Title I Survey; LIM Survey	Sign In Sheets

Strategy 2: Develop Parent/School Compact.	Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Kinslow, Paula; Jones, Kim	08/20/2021-05/20/2022	District Funds, Time	Title I Survey	Compacts signed and returned

Strategy 3 Publish activities and updates, social media, Parent Square, etc.	Action Step(s): Utilize all realms of communication to inform parents.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy; Blazauskas, Trish	08/20/2021-05/20/2022	Technology, staff	Title I Survey	Social Media/PS logs

Strategy 4: Implement Leadership Family Activities	Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy;Goldston, Lori Family Engagement Action Team	08/20/2021-05/20/2022	District Funds, Leader In Me Grant	LIM Parent/Staff Survey	Membership forms, Lighthouse team minutes, Action Team minutes

Strategy5: Develop a cooperative and collaborative relationship with Communities in Schools through a Student Success Coach.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Martinez, Mandi	08/20/2021-05/20/2022	Communities in Schools Grant	Communities in Schools Evaluations and Feedback	Communities in Schools Case Load Documentation

Goal 4:	Continue to improve leadership in all Clyde CISD employees. / Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students				
Strategy 1: Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings.	Action Step(s): Utilize grade level reps as campus leaders.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy, Goldston, Lori, Grade Level Reps	8/24/2021 -05/22/2022	District Funds	NA	PLC Notes, Faculty Meeting & Grade Level Rep agendas

Strategy 2: Develop action teams to fulfill the Leader In Me functions and activities	Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Blount, Andrew, Childers, Dawn	09/01/2021-05/20/2022	None	Staff Surveys	Action Team agendas

Strategy 3: Provide individual and small-group counseling sessions that build self-esteem.	Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Phillips, Stacy	10/01/2021-05/20/2022	District Funds	Q&A within session; Feedback from students/counselor	Schedule of students

Strategy 4: Hold College Days each month, as well as career awareness beyond high school.	Action Step(s): Promote beyond high school expectations and inquiry.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy	8/24/2021 -05/22/2022	District Funds	NA	Calendar; Google Classroom

Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings.	Action Step(s): Promote beyond high school expectations and inquiry.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Kim; Phillips, Stacy; Kinslow, Paula	8/24/2021 -05/22/2022	District Funds	NA	Sign in Sheets, Training quizzes; Safety Drill Documentation

CIP PART II: ASSURANCE ADDENDUM

Clyde Elementary School
Kim Jones, Principal
2021-2022 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

<input checked="" type="checkbox"/>	Clyde Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
<input checked="" type="checkbox"/>	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.

<input type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input checked="" type="checkbox"/> Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input checked="" type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input type="checkbox"/> IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of Site Based Member	Position
Kim Jones	Principal - Chairperson
Lori Goldston	Instructional Coordinator
Stacy Phillips	Counselor
Karen Berry	Teacher
Donna Blaise	Teacher
Karen McMillan	Teacher
Tracie Walters	Teacher
Amanda Shelnut	Parent
Shea Tuley	Business Member
Jacinda Simmons	Community Member

SBDM Meetings for 2021-2022		
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	
[] 1)	STAAR Recognized or Exemplary	For 2020-2021, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[] 2)	STAAR Advanced Academic Achievement Performance	For 2020-2021, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3)	Parent and Community Involvement	For 2020-2021, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4)	Violence Prevention and Intervention	For 2020-2021, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X] 5)	Violence Prevention	For 2020-2021, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6)	Special Education	For 2020-2021, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2020-2021, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[] 8) Secondary Drop-out Prevention	For 2020-2021, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-2018 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[] 9) High School AEIS – Ninth Graders	The percent of 2020-2021, first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[] 10) Recommended High School Program	For 2020-2021, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 11) High School AEIS – Advanced Courses and Dual Credit	For 2020-2021, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 12) High School AEIS – Advanced Placement Exams	For 2020-2021, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 13) High School AEIS – SAT/ACT Exams	For 2020-2021, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[]	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. 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.
[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.
[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.
[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.
[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.
[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.
[X]	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)
[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.
[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 infosrvweb 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.

**Clyde Elementary School
Clyde Cons. Independent School District
Staff Development Plans
2015-2016
Section E**

10 Components Of A Schoolwide Title I Program

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