

**2021-2022 Clyde Junior High**

---

**CAMPUS IMPROVEMENT PLAN**

## **Clyde Junior High School Campus Improvement Plan**

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

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 2020-2021 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Clyde Junior High School include 24 teachers, 4 split-campus teachers, 6 paraprofessionals, and 2 administrators. The student population is 81.6% White, 1.1% African American, 14.7% Hispanic, 0.0% Asian, 0.0% American Indian, and 2.7% Two or More Races. Additionally, the campus serves 51.5% economically disadvantaged students, 16.5% special education students (SPED), and 0.5% English Language Learners. Attendance rates include: 95.9% Hispanic, 96.5% White, 95.9% economically disadvantaged and 95.9% SPED. The most current data indicate the campus has a 15.0% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2019-20), 2018 STAAR Accountability Ratings, Information from Campus Site based team from the Spring 2020 meeting.

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

The largest special population group is Economically Disadvantaged (EcoDis). Populations of African American, Hispanic and Two-or-more races all remained level. The attendance rates were stable across all populations with only exhibiting minor variations in regards to percentages.

Areas of need include:

Continued improvement in attendance to reach Campus Distinctions with special attention for our economically disadvantaged, Special Education students, and Hispanic students, who have the lowest attendance by approximately 4 percentage points.

#### **Student Achievement**

The following data was reviewed in relation to Student achievement: partly from 2019-20 STAAR, mostly from MAPS, IXL, and Unit Assessment data.

Upon review of this data, several findings were noted. It appears that our students are pulling out of the Covid slide. Achievements gaps are slowly closing, and our MAPS data indicates that our reading and ELA scores could be on the up-trend. Adjustments are being made and academic support plans are being utilized to meet the needs of our students.

## **Smart Goals for the 2020-2021 School Year:**

### **Mathematics**

- Students will be at 4% average above the state for meets level performance on 2021-2022 STAAR.
- All readiness TEKS will be at 50% or higher on 2021-2022 STAAR.
- Students will have a combined average of at least 80% approaches (for 6th, 7th, and 8th Grade).

### **English Language Arts Reading**

Show 5% growth on domain 1 of the STAAR test in all of our ELA classes (6th grade-9th grade)

### **Science**

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 18% by May 2022.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 88% by May 2022.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2022.

### **Social Studies**

- Raise the Approaches Level percent for all students to 70% by May 2022
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2022.
- Raise the Masters level in 8th grade History to at least 9% by May 2022.

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

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Staff Survey, Site Based Decision Making Committee and Lighthouse Committee Meetings

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

Student discipline referrals decreased relative to the 2019-2020 school year. Analysis indicated the majority of the placements were from students who had high mobility rates and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Continuing into the 2021-2022 school year, discipline numbers have been significantly lower. Our out of class placements are a shade higher in 2020, but we are seeing some growth.

Areas of need include:

Campus Improvement Plan

Continue to develop interest for a Parent/Teacher Organization to help increase parental involvement.  
Focus on positive relationship building to improve overall student behavior and academic performance.  
Utilize our counselor to address the increase in emotional and behavioral issues through a proactive approach to counseling programs delivered to students.  
Teachers and administrators continue to take a more proactive approach to student behavior management with parental contacts occurring frequently. This should include ongoing training that addresses student emotional and behavior support.  
Increase student attendance rates campus wide and for targeted students who persistently struggle with attendance.

### **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, T-TESS Evaluations

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

CJH saw 10 professional educators (6 teachers, 1 principal, 1 assistant principal, 1 counselor, 1 NEW position) leave at the end of the 2020-2021 school year. Of the educators. All teachers were highly qualified for the 2019-2020 school year.

Areas of need include:

Continue to support staff through support and training when dealing with student behavior issues.

Continue to build our climate rewards and recognition programs that we started in 2018-2019 in an effort to increase staff morale.

Continue to work on increasing salaries or giving back days through calendar adjustment (DOI) at the district level.

Explore ideas to market and attract highly qualified teachers to the district.

## **Clyde Junior High School Campus Improvement Plan**

<b>District Priority:</b>	<b>Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.</b>
---------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

<b>GOAL 1:</b>	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in all academic Leadership, and extracurricular areas.
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Strategy 1:</b>  Hire highly qualified staff	<b>Action Step(s):</b> We will provide processes to interview and select highly qualified educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jayme Carr	Spring 2022 - August 2022	Time	T-TESS Observations	

<b>Strategy 2:</b>  Recruit highly qualified candidates	<b>Action Step(s):</b> We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jayme Carr and Paula Kinslow	Spring 2022	Time & District Budget	T-TESS Observations	

<b>Strategy 3:</b>  Retain highly qualified educators	<b>Action Step(s):</b> We will implement a variety of activities to encourage and promote positive staff morale including a climate committee who will be responsible for staff activities, lunches, daily ice tea, 1-to-1 ratio for students and chromebooks, teacher chromebooks ordered, etc. We will foster a growth mind-set environment through T-TESS and PLC's. The district has also instituted a retention bonus.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jayme Carr	2021-2022	Time, Activity and District Budget	Retention Rates	

<p><b>Strategy 4:</b></p> <p>Provide ongoing PD to increase effectiveness of educators and staff. Use of Staff meetings limited due to COVID, but still able to use for CEU credit hours.</p>	<p><b>Action Step(s):</b> We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jayme Carr</p>		<p>2021-2022</p>	<p>Time</p>	<p>Unit Assessments and STAAR results</p>	<p>Staff meeting Agendas</p>
<p><b>Strategy 5:</b></p> <p>Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students</p>	<p><b>Action Step(s):</b> We will provide for procedures and training that will expedite the purchasing process of instructional resources and materials.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jayme Carr and Deborah Joeris</p>		<p>2021-2022</p>	<p>Time, Activity and Campus Budgets</p>	<p>Budget Reports</p>	
<p><b>Strategy 6:</b></p> <p>Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.</p>	<p><b>Action Step(s):</b> Clyde Junior High will investigate/survey parent interest in developing a Parent/Teacher Organization in an effort to improve overall engagement and support for all students.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Kamie Pruet and Jayme Carr</p>		<p>2021-2022</p>	<p>Time &amp; Campus Budget</p>	<p>Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.</p>	

<p><b>Strategy 7:</b></p> <p>All teachers will use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement the new curriculum with a focus on overlapping TEKS for the 2021-22 school year. We will utilize The Lowman curriculum to help with vertical alignment.</p>	<p><b>Action Step(s):</b> We will use the TEKS Resource System for our Scope and Sequence, Year at a Glance, Instructional Focus Documents and Unit Assessments (progress monitoring).</p>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jayme Carr and Paula Kinslow	2021-2022	District Budget	Unit Assessments & Observations	

<p><b>Strategy 8:</b></p> <p>Host a 5th grade parent night</p>	<p><b>Action Step(s):</b> We will host a 5th grade orientation for students and families prior to the first day of school. After school begins, we will host an Open House for students and families allowing parents to meet teachers.</p>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jayme Carr	Spring 2022	Campus Budget	Open House Sign In Sheets	

<p><b>Goal 2:</b></p>	<p>Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.</p>				
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

<p><b>Strategy 1:</b></p> <p>Provide professional development that will encourage and enhance high quality instruction (looking for internal strengths within teaching staff to train each other)</p>	<p><b>Action Step(s):</b> We will utilize existing talent within the district, ESC 14, surrounding districts, and other research based strategies to address any identified areas of need determined in weekly PLC meetings.</p>				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jayme Carr and Paula Kinslow	2021-2022	District Budget	T-TESS observations and Unit Assessments	

<p><b>Strategy 2:</b></p> <p>Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)</p>	<p><b>Action Step(s):</b> We will provide opportunities for general education and special education teachers to enhance their knowledge of inclusion practices through PD offerings by the ESC 14.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jayme Carr</p>		<p>Fall 2021</p>	<p>District Budget</p>	<p>T-TESS observations and SPED performance on Unit Assessments</p>	
<p><b>Strategy 3:</b></p> <p>Provide PD and strategies for all teachers to use in an effort to reach students identified as economically disadvantaged.</p>	<p><b>Action Step(s):</b> We will utilize PLC meetings and ESC 14 online training and other PD offerings to build a better understanding of our low SES students and how to effectively promote learning among this specific group.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jayme Carr and Paul Kinslow</p>		<p>2021-2022</p>	<p>Time and District Budget</p>	<p>unit assessments and daily grades</p>	<p>ShannonPhillips PD</p>
<p><b>Strategy 4:</b></p> <p>Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.</p>	<p><b>Action Step(s):</b> Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals.</p>				
<p><b>Person(s) Responsible</b></p>		<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Documented</b></p>
<p>Jayme Carr, Erin Hughes, &amp; The Lighthouse Committee</p>		<p>2021-2022</p>	<p>The Leader in Me Grant</p>	<p>Leadership Events and meeting agendas</p>	



<p><b>Strategy 5:</b></p> <p>Provide time for bi-weekly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices</p>	<p><b>Action Step(s):</b> We will meet with all content teachers at least once a week to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.</p> <table border="1" data-bbox="495 172 1927 394"> <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>Jayme Carr, Erin Hughes and Content Teachers</td> <td>2021-2022</td> <td>Time and Campus Budget</td> <td>MAPS, IXL, unit assessments and T-TESS</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr, Erin Hughes and Content Teachers	2021-2022	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayme Carr, Erin Hughes and Content Teachers	2021-2022	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS								
<p><b>Strategy 6:</b></p> <p>Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, and in ALC classes</p>	<p><b>Action Step(s):</b> Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.</p> <table border="1" data-bbox="495 695 1927 886"> <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>Content Teachers</td> <td>2021-2022</td> <td>Time and Campus Budget</td> <td>Tutorial Logs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	2021-2022	Time and Campus Budget	Tutorial Logs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Content Teachers	2021-2022	Time and Campus Budget	Tutorial Logs								
<p><b>Strategy 7:</b></p> <p>Teachers will utilize digital data tracking to identify struggling students and low learning standards. MAP Testing/IXL will assist.</p>	<p><b>Action Step(s):</b> Content teachers will analyze data from unit assessments and STAAR results to identify students struggling on particular learning standards. The results will be tracked through the use of our digital data walls built in the respective PLC Google Classrooms</p> <table border="1" data-bbox="495 1008 1927 1200"> <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>Content Teachers</td> <td>2021-2022</td> <td>Time</td> <td>Data Tracking/Analysis</td> <td>Data tracker bar graphs</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	2021-2022	Time	Data Tracking/Analysis	Data tracker bar graphs
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Content Teachers	2021-2022	Time	Data Tracking/Analysis	Data tracker bar graphs							
<p><b>Strategy 8:</b></p> <p>More effective inclusion scheduling practices for SPED Students to reduce student conflict, enable more choices, and provide appropriate support based on individual</p>	<p><b>Action Step(s):</b> General and Special Education teachers will implement effective strategies to address struggling special education students based on data from common assessments and classroom observations.</p> <table border="1" data-bbox="495 1292 1927 1455"> <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>Jayme Carr ,</td> <td>2021-2022</td> <td>Time</td> <td>Master Schedule</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr ,	2021-2022	Time	Master Schedule	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayme Carr ,	2021-2022	Time	Master Schedule								

IEP's.	<table border="1"> <tr> <td data-bbox="501 103 766 227">Chelsea Heard, Erin Hughes , and Kamie Pruet</td> <td data-bbox="774 103 1157 227"></td> <td data-bbox="1165 103 1451 227"></td> <td data-bbox="1459 103 1715 227"></td> <td data-bbox="1724 103 1925 227"></td> </tr> </table>					Chelsea Heard, Erin Hughes , and Kamie Pruet									
Chelsea Heard, Erin Hughes , and Kamie Pruet															
<b>Strategy 9:</b> Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.	<b>Action Step(s):</b> Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations. <table border="1"> <thead> <tr> <th data-bbox="501 326 766 427">Person(s) Responsible</th> <th data-bbox="774 326 1157 427">Timeline</th> <th data-bbox="1165 326 1451 427">Resources</th> <th data-bbox="1459 326 1715 427">Formative Evaluation</th> <th data-bbox="1724 326 1925 427">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 433 766 514">Erin Hughes &amp; Kamie Pruet</td> <td data-bbox="774 433 1157 514">2020-2021</td> <td data-bbox="1165 433 1451 514">Time</td> <td data-bbox="1459 433 1715 514">Shared Attendance Contact Log</td> <td data-bbox="1724 433 1925 514"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Erin Hughes & Kamie Pruet	2020-2021	Time	Shared Attendance Contact Log	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Erin Hughes & Kamie Pruet	2020-2021	Time	Shared Attendance Contact Log												
<b>Strategy 10:</b> CJH will practice safety procedures and provide for programs that will address safety and violence	<b>Action Step(s):</b> We will take proactive measures (drills, programs, procedures) to address a variety of safety and violence issues common among teenage students. <table border="1"> <thead> <tr> <th data-bbox="501 607 766 708">Person(s) Responsible</th> <th data-bbox="774 607 1157 708">Timeline</th> <th data-bbox="1165 607 1451 708">Resources</th> <th data-bbox="1459 607 1715 708">Formative Evaluation</th> <th data-bbox="1724 607 1925 708">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 714 766 829">Jayme Carr, Erin Hughes, &amp; Kamie Pruet</td> <td data-bbox="774 714 1157 829">2021-2022</td> <td data-bbox="1165 714 1451 829">Time and Campus Budget</td> <td data-bbox="1459 714 1715 829">Logs and Agendas</td> <td data-bbox="1724 714 1925 829"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr, Erin Hughes, & Kamie Pruet	2021-2022	Time and Campus Budget	Logs and Agendas	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jayme Carr, Erin Hughes, & Kamie Pruet	2021-2022	Time and Campus Budget	Logs and Agendas												
<b>Strategy 11:</b> Continue participation in UIL Academic competition planned for fall 2021	<b>Action Step(s):</b> CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2021. <table border="1"> <thead> <tr> <th data-bbox="501 920 766 1021">Person(s) Responsible</th> <th data-bbox="774 920 1157 1021">Timeline</th> <th data-bbox="1165 920 1451 1021">Resources</th> <th data-bbox="1459 920 1715 1021">Formative Evaluation</th> <th data-bbox="1724 920 1925 1021">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 1027 766 1143">Katey Beltran, Erin Hughes, and Jayme Carr</td> <td data-bbox="774 1027 1157 1143">2021-2022</td> <td data-bbox="1165 1027 1451 1143">Campus Budget</td> <td data-bbox="1459 1027 1715 1143">Participation Lists</td> <td data-bbox="1724 1027 1925 1143"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Katey Beltran, Erin Hughes, and Jayme Carr	2021-2022	Campus Budget	Participation Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Katey Beltran, Erin Hughes, and Jayme Carr	2021-2022	Campus Budget	Participation Lists												
<b>Strategy 12:</b> Continue offering Advanced classes for all content areas in grades 7-8	<b>Action Step(s):</b> All content classes grades 7-8 will offer an Advanced class with criteria for enrollment that will challenge students at a high level and prepare them for AP class offerings at High School. <table border="1"> <thead> <tr> <th data-bbox="501 1234 766 1334">Person(s) Responsible</th> <th data-bbox="774 1234 1157 1334">Timeline</th> <th data-bbox="1165 1234 1451 1334">Resources</th> <th data-bbox="1459 1234 1715 1334">Formative Evaluation</th> <th data-bbox="1724 1234 1925 1334">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 1341 766 1393">Jayme Carr</td> <td data-bbox="774 1341 1157 1393">2021-2022</td> <td data-bbox="1165 1341 1451 1393">Campus Budget</td> <td data-bbox="1459 1341 1715 1393">Class Lists</td> <td data-bbox="1724 1341 1925 1393"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr	2021-2022	Campus Budget	Class Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jayme Carr	2021-2022	Campus Budget	Class Lists												
<b>Strategy 13:</b>	<b>Action Step(s):</b> Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment class.														

Clyde JH will provide ALC classes for students who failed 2021 STAAR in math and reading.	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jayme Carr and Kamie Pruet	2021-2022	District Budget and Title I	Unit Assessments, MAPS, and STAAR	
<b>Strategy 14:</b>  The district will provide dyslexia services for students.	<b>Action Step(s):</b> Students who are identified for dyslexia services will be served weekly.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kamie Pruet and Lori Akers	2020-2021	District Budget	Formal Testing	

<b>Goal 3:</b>	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.				
<b>Strategy 1:</b>  Continue to offer Career Portals to 7th grade students	<b>Action Step(s):</b> Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Dianne Davis	2021-2022	District Budget	PEIMS & End of Year Grade Reports	
<b>Strategy 2:</b>  Normalize the use of Google Classroom for in person and remote learners. This tool is utilized to access assignments and learning.	<b>Action Step(s):</b> All grade levels will utilize Chromebooks to support learning objectives through the use of computers for class projects and research and much of the daily assignments. Students will use online programs to support learning.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Teachers	2021-2022	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	

<p><b>Strategy 3:</b></p> <p>Classes will utilize ChromeBooks that are at a 1-1 ratio offered by the district.</p>	<p><b>Action Step(s):</b> Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.</p> <table border="1" data-bbox="493 170 1932 365"> <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>Teachers</td> <td>2021-2022</td> <td>District/Campus Budgets &amp; Time</td> <td>Lesson Plans &amp; Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2021-2022	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Teachers	2021-2022	District/Campus Budgets & Time	Lesson Plans & Walkthroughs								
<p><b>Strategy 4:</b></p> <p>Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, and Stem Scopes for Math, Reading and Science</p>	<p><b>Action Step(s):</b> Math, Reading and Science classes at all levels will utilize online support programs to further extend learning over low grade level objectives.</p> <table border="1" data-bbox="493 584 1932 779"> <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>Jayne Carr</td> <td>2021-2022</td> <td>District Budget &amp; Title I</td> <td>Lesson Plans &amp; Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayne Carr	2021-2022	District Budget & Title I	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayne Carr	2021-2022	District Budget & Title I	Lesson Plans & Walkthroughs								
<p><b>Strategy 6:</b></p> <p>Continue to offer Robotics for all grade levels at CJH provided COVID permits</p>	<p><b>Action Step(s):</b> We will offer after school Robotics during the Fall/Winter and participate in the Robotics competition with teams from each grade level.</p> <table border="1" data-bbox="493 868 1932 1063"> <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>Samantha Nuttall and Mike Neal</td> <td>2021-2022</td> <td>Time and District Budget</td> <td>Robotics Competition</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Samantha Nuttall and Mike Neal	2021-2022	Time and District Budget	Robotics Competition	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Samantha Nuttall and Mike Neal	2021-2022	Time and District Budget	Robotics Competition								
<p><b>Strategy 7:</b></p> <p>To offer a Principles of Engineering course as an HS elective to 8th Grade students.</p>	<p><b>Action Step(s):</b> We will offer one section of Principles of Engineering as a trial course to 8th grade students during the 2020-2021 school year based on student interest from a Spring 2019 survey.</p>										

<p><b>Goal 4:</b></p>	<p>Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.</p>
-----------------------	------------------------------------------------------------------------------------------------------------------

<b>Strategy 1:</b> Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances	<b>Action Step(s):</b> All staff will fill out pre-requisition forms before making any purchase.													
	<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>Jayme Carr &amp; Deborah Joeris</td> <td>2021-2022</td> <td>Time &amp; Training</td> <td>TxEIS Budget Reports</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr & Deborah Joeris	2021-2022	Time & Training	TxEIS Budget Reports				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jayme Carr & Deborah Joeris	2021-2022	Time & Training	TxEIS Budget Reports											
<b>Strategy 2:</b> Monthly Activity Reports will be shared showing account balances	<b>Action Step(s):</b> Activity accounts will be balanced monthly and reports shared.													
	<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>Deborah Joeris</td> <td>2021-2022(monthly)</td> <td>Time</td> <td>Monthly Reports</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Deborah Joeris	2021-2022(monthly)	Time	Monthly Reports				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Deborah Joeris	2021-2022(monthly)	Time	Monthly Reports											

<b>Goal 5:</b>	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.													
<b>Strategy 1:</b> The Lighthouse Committee will meet at least once per month to set campus leadership goals and monitor the progress of the goals.	<b>Action Step(s):</b> The Lighthouse Committee will establish and encourage actions toward TLIM goals.													
	<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>Jayme Carr &amp; Erin Hughes</td> <td>Fall 2021 - Spring 2022</td> <td>Franklin Covey Grant for Leader in Me</td> <td>Lighthouse Committee Meetings and progress reports required for TLIM grant</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr & Erin Hughes	Fall 2021 - Spring 2022	Franklin Covey Grant for Leader in Me	Lighthouse Committee Meetings and progress reports required for TLIM grant				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jayme Carr & Erin Hughes	Fall 2021 - Spring 2022	Franklin Covey Grant for Leader in Me	Lighthouse Committee Meetings and progress reports required for TLIM grant											
<b>Strategy 2:</b> Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.	<b>Action Step(s):</b> Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self monitor and assess.													
	<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>Teachers and Staff</td> <td>Fall 2020 - Spring 2021</td> <td>Time</td> <td>Student digital</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers and Staff	Fall 2020 - Spring 2021	Time	Student digital				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Teachers and Staff	Fall 2020 - Spring 2021	Time	Student digital											

				notebooks and progress reports in staff meetings	
<b>Strategy 3:</b> Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles	<b>Action Step(s):</b> Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jayne Carr	2021-2022	Time	Observation during PLC Meetings and Lighthouse Committee Meetings	
<b>Strategy 4:</b> Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior	<b>Action Step(s):</b> Paw Prints will be used schoolwide to promote positive decision making among students.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Erin Hughes	2021-2022	Time & Training	Reports and Discipline Trends	
<b>Strategy 5:</b> The counselor will provide programs to students and parents to prepare for HS and beyond	<b>Action Step(s):</b> We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.				
	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kamie Pruet	Spring 2022	Campus and District Resources	Program Agendas and sign in sheets	

<p><b>Strategy 6:</b></p> <p>Continue to update staff on campus events through bi-weekly PLC's and weekly update emails</p>	<p><b>Action Step(s):</b> The principal will communicate with all campus staff through staff meetings and weekly update emails.</p> <table border="1" data-bbox="495 142 1932 334"> <thead> <tr> <th data-bbox="495 142 764 241">Person(s) Responsible</th> <th data-bbox="768 142 1157 241">Timeline</th> <th data-bbox="1161 142 1451 241">Resources</th> <th data-bbox="1455 142 1713 241">Formative Evaluation</th> <th data-bbox="1717 142 1932 241">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 245 764 334">Jayme Carr</td> <td data-bbox="768 245 1157 334">2021-2022</td> <td data-bbox="1161 245 1451 334">Time</td> <td data-bbox="1455 245 1713 334">Staff Agendas and Emails</td> <td data-bbox="1717 245 1932 334"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr	2021-2022	Time	Staff Agendas and Emails	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayme Carr	2021-2022	Time	Staff Agendas and Emails								
<p><b>Strategy 7:</b></p> <p>Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.</p>	<p><b>Action Step(s):</b> Staff will use The Leader in Me curriculum through direct teaching time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS). This will be student led by student elected leaders and teacher facilitated</p> <table border="1" data-bbox="495 553 1932 776"> <thead> <tr> <th data-bbox="495 553 764 652">Person(s) Responsible</th> <th data-bbox="768 553 1157 652">Timeline</th> <th data-bbox="1161 553 1451 652">Resources</th> <th data-bbox="1455 553 1713 652">Formative Evaluation</th> <th data-bbox="1717 553 1932 652">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 656 764 776">Jayme Carr &amp; The Lighthouse Committee</td> <td data-bbox="768 656 1157 776">2021-2022</td> <td data-bbox="1161 656 1451 776">The Leader in Me curriculum and online resources</td> <td data-bbox="1455 656 1713 776">Leadership Events</td> <td data-bbox="1717 656 1932 776"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayme Carr & The Lighthouse Committee	2021-2022	The Leader in Me curriculum and online resources	Leadership Events	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayme Carr & The Lighthouse Committee	2021-2022	The Leader in Me curriculum and online resources	Leadership Events								

## CIP PART II: ASSURANCE ADDENDUM

**Clyde Junior High School**  
**Jayne Carr, 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 Junior High 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 checked="" 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 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 checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.

**CIP PART II: ASSURANCE ADDENDUM**

**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Jayne Carr	Principal - Chairperson
Kamie Pruet	Counselor
Barbara Smith	Teacher
Sam Nuttall	Instructional Aide
Erin Hughes	Assistant Principal
Monty Barnett	Parent

<b>Campus SBDM Meetings for 2017-2018</b>		
<b>DATE</b>	<b>TIME</b>	<b>LOCATION</b>
January	4:00 pm	JH Conference Room
March	4:00 pm	JH Conference Room

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

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

<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
-------------	--------------------	------------------	------------------	-----------------

[X] 1) STAAR Masters	For 2018-2019, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Meets Performance Level	For 2018-2019, the percent of students reaching STAAR Meets 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 and/or STAAR Alt 2 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 2018-2019, 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 2018-2019, the dropout rate will be 0.1% or less with no student group exceeding 0.1 %.	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.
[] 9) High School AEIS – Ninth Graders	The percent of 2018-2019 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 2018-2019, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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

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

<p>[X] 1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.</p>
<p>[X] 2. <b>School-wide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved 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. <b>Instruction by highly qualified teachers</b> – 100% of our core content 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. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.</p>
<p>[X] 5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our core content classroom teachers are appropriately certified for the position they hold.</p>
<p>[X] 6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.</p>
<p>[ ] 7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)</p>
<p>[X] 8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the SBDM provide forums to discuss assessment issues.</p>
<p>[X] 9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via Eduphoria and are accessible to teachers and administrators.</p>
<p>[X] 10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.</p>

**Clyde Cons. Independent School District  
Staff Development Plans  
2018-2019  
Section E**

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

1. Comprehensive Needs Assessment  
Referenced in the Comprehensive Needs Assessment on page 1-3
2. Schoolwide Reform Strategies  
Goal 1, Strategies 1-8; Goal 2, Strategies 1, 3-5, 7, 9-12
3. Instruction by Highly Qualified Staff  
Goal 1, Strategy 1-4 & 7
4. Professional Development  
Goal 1, Strategy 4; Goal 2, Strategies 1-3 & 5
5. Parental Involvement  
Goal 1, Strategies 6, 8 & 9
6. Transition from early childhood programs
7. Effective, timely additional assistance  
Goal 2, Strategies 6-8
8. Inclusion of teachers in the use of assessments  
Goal 1, Strategy 7; Goal 2, Strategies 5 & 7
9. Attracting highly qualified staff  
Goal 1, Strategies 1-3
10. Coordination between programs  
Goal 2, Strategies 2-5

