

2021-2022 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2020-2021 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Intermediate 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 Intermediate School include 24 teachers, 8 paraprofessionals, 3 non-classroom staff and 3 administrators. The student population is 99% White, 3% African American, 17% Hispanic, 0% Asian, 1% Hawaiian and 1% Native American. Additionally, the campus serves 42% economically disadvantaged students, 14% special education students, and 1% Limited English Proficient students.

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 attendance rate for each subpopulation shows no discrepancies.

Areas of need include:

Continued improvement in attendance to reach Campus Distinction.

Student Achievement

The following data was reviewed in relation to Student achievement: STAAR (Spring 2021), MAPS/Unit Assessment data(2020-2021 school year) MAPS/BOY/Unit Assessments from fall of 2020.

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

Areas of need include:

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Goals for the 2020 - 2021 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade by 9 percent, 4th grade by 3 percent, 5th grade by 5 percent
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity, IXL, FEV
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Kayte Cook and instructional aides) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - monthly
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

English Language Arts Reading

- Improve Domain One Average on STAAR Reading assessment - 3rd grade by 8 percent, 4th grade by 5 percent, 5th grade by 9 percent.
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity IXL, Reading Plus, Myon, FEV
- RTI - Reading (Brandi Sheffield and instructional aides) - during WIN/Music/Computer time
- Continued support with Accelerated Reader.
- ELAR PLC Meetings - monthly
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Science

- Improve Domain One Average on STAAR Science assessment - 5th grade by 5 percent.
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Science PLC Meetings - monthly
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Social Studies

- Improve Meets for each unit assessment.
- Data Walks with 5th Social Studies teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Data Binder discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

School Culture, Climate, and Organization

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

Decision Making Committee, BIG (Positive Behavior Support) Meeting and our Lighthouse committee

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

Our students, staff and parents feel welcomed and safe within our school building. Our students are coming to school with more emotional and behavioral issues. Our staff will work together using Leader In Me to address and help the students grow emotionally as well as academically. Our teachers took strong steps to make positive connections with the students and their parents - we will continue and grow the steps and connections. Our PTO organization continued growing the connections between school and parents. Setting goals and creating a plan to reach our goals will be a focus of our entire campus.

Areas of need include:

Continue to increase the number of volunteers and parent representatives in PTO. Continue to increase the positive connections between our staff and the parents and students. Continue with Leadership Night, Days, and Student Led Conferences. Assign Accountability Partners and build time within the schedule to meet with Accountability Partners at least once each month. Continued training and implementation with Leader In Me - focused on goals and tracking our goals in our Data Binders and our WIG board.

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:

We hired 6 new teachers for the 2021 - 2022 school year, 2 of those being a “grown your own” situation in that they worked as instructional aides on our campus. All teachers were highly qualified for the 2020 - 2021 school year.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available. Providing and mentor teacher or staff member for any new employees.

Family and Community Involvement

The following data was reviewed in relation to Family and Community

Involvement: PTO, Title I Parent 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 89% agree or strongly agree Clyde Intermediate has high academic standards for all students. Seventy percent of parents prefer activities in the evening.

Areas of need include:

Have more activities for families during accommodating hours, especially the evening hours.

Clyde Intermediate School Campus Improvement Plan

*** Denotes strategies for TIP

District Priority:					
GOAL 1:	Clyde Intermediate will hire Highly Qualified teachers which will promote and create an engaging learning environment for student success.				
Strategy 1: *** Hire Highly Qualified staff	Action Step(s): Implement the district interview questions and complete reference checks to identify top candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz	2021-2022	Time, administration, staff	TTESS	
Strategy 2: *** Retain Highly Qualified staff	Action Step(s): Create an environment of support for all staff. Each new staff member was given a mentor staff member this school year.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz	2021-2022	Time, administration, campus funds, monthly team building	Staff retention rates	
Strategy 3: *** Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): Provide time (PLC(weekly), Faculty Meeting, Department PLC(monthly), Planning days, Data Walks) for content teachers to collaborate, review data assessments and plan.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, Region 14, TEPSA, PLC Training	Unit Assessments, STAAR results, MAPS, Stations, evaluation of PD by teachers and staff.	
Strategy 4: *** Provide staff with the needed resources and materials to	Action Step(s): Follow procedure for purchasing instructional materials.				

deliver quality instruction to all students.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis, Jamie Munoz, Jennifer Wilson, Kayla Grogan	2021-2022	Time, Budgets, Instructional resources	Budget reports	
Strategy 5: *** All teachers will use the TEKS Resource System as their guide for curriculum and instruction.	Action Step(s): We will use the TEKS Resource System - Scope and Sequence, Year at a Glance, Instructional Focus Documents.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis, Jamie Munoz, Angela Burson Paula Kinslow	2021-2022	Time, Budget	Unit Assessments, Benchmarks, Observations		

Goal 2:	Clyde Intermediate will provide training and incorporate strategies to enhance the learning process and engagement of all students.				
Strategy 1: *** Admin (Morphis/Munoz/Wilson) Data Meeting - weekly - Analyze and track campus assessment data.	Action Step(s): Dive into data - focusing/charting the individual student's data, breaking tested TEKS into quintile breakdown. Use the data to plan upcoming Data Walks and data focused conversations, walk through schedules, and look for resources.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Jennifer Wilson	2021 - 2022	Time, staff, campus funds, Eduphoria, Maps, formal and informal observations	Data Binders, Unit Assessments, Benchmark		
Strategy 2: *** Data Walks with individual or department/grade level	Action Step(s): After each unit assessment, Mrs. Morphis, Mrs. Munoz, Mrs. Wilson and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment.				

teachers within a few days of giving their Unit Assessments.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS	
Strategy 3: *** Intervention Time - WIN	Action Step(s): Implement intervention time for students identified using STAAR, MAPS, unit assessment data and benchmark. . Utilizing Edgenuity/FEV within the homeroom classroom. Tuesday/Thursday WIN times will be focused directly on FEV(4545)/MyPath				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz Jennifer Wilson Core/SPED Teachers	2021 - 2022	Time, instructional staff, Edgenuity	State assessment data, unit assessment data	
Strategy 4: *** Intervention Time - during the school day <ul style="list-style-type: none"> Stations - within core classes Build computer classes in the master schedule FOCUS Friday (after the 2nd Six Weeks) 	Action Step(s): Classroom teachers use stations each six weeks to provide differentiated instruction and meet the needs for small group instruction, repeated practice and reteach opportunities for students. Implement a scheduled intervention time within the master schedule for students. FOCUS Friday - pull any students that have failed two or more six weeks to complete work and receive extra one on one time each Friday until they are passing consistently.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz Jennifer Wilson Core Teachers	2021-2022	Time, instructional staff, campus funds, Reading Plus, IXL, MyPath, FEV	State assessment data, unit assessment data	

<p>Strategy 5: *** Character Building - WIN Time</p>	<p>Action Step(s): WIN - Monday (8:00-8:30) - Character building lessons focused around Leader In Me, Accountability Partners, Students Goal Setting and Lead Measure Tracking, WIG, Student Data Binders, Book of the Month.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team</p>		<p>2021 - 2020</p>	<p>Time, Leader In Me, staff</p>	<p>attendance, school culture, leadership, discipline reports, student academic and emotional growth</p>	
<p>Strategy 6: *** Inclusion support for SPED students</p>	<p>Action Step(s): Provide professional development and support for instructional aides, SPED, teachers and general education teachers regarding inclusion.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jill Morphis Jamie Munoz Jennifer Wilson April Santiago</p>		<p>2021-2022</p>	<p>Time, instructional staff, campus/district funds, Title I</p>	<p>State assessment data, unit assessment data</p>	
<p>Strategy 7: *** Response to Intervention</p> <ul style="list-style-type: none"> ● Reading - Brandi Sheffield ● Math - Kayte Cook 	<p>Action Step(s): Continue the RTI Program</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jill Morphis Jamie Munoz Jennifer Wilson Brandi Sheffield Jessica Leach</p>		<p>2021-2022</p>	<p>Time, instructional staff, Edgenuity, Bridges, istation, Title I, IXL Math</p>	<p>State assessment data, unit assessment data</p>	
<p>Strategy 8: Continue Kagan learning strategies, differentiation strategies</p>	<p>Action Step(s): Continuing our Kagan committee of the teachers trained, they create a staff development for our entire staff in August. In PLC meetings - they teach the staff another strategy.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>

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<p>Strategy 9: *** Leader In Me - Continuous training and implementation of Goal setting with students and faculty. Goal setting, action plans, WIGS, Digital Data Portfolios, Student Led Conferences</p>	<p>Action Step(s): Continuous training and implementation of 7 Habits.</p> <table border="1"> <thead> <tr> <th data-bbox="493 402 766 505">Person(s) Responsible</th> <th data-bbox="766 402 1157 505">Timeline</th> <th data-bbox="1157 402 1451 505">Resources</th> <th data-bbox="1451 402 1713 505">Formative Evaluation</th> <th data-bbox="1713 402 1955 505">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 505 766 656">Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team</td> <td data-bbox="766 505 1157 656">2021-2022</td> <td data-bbox="1157 505 1451 656">Time, instructional staff, /Leader In Me, campus and district funds</td> <td data-bbox="1451 505 1713 656">Classroom observations, surveys, data from goals</td> <td data-bbox="1713 505 1955 656"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team	2021-2022	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals	
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Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team	2021-2022	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals								
<p>Strategy 10: *** Professional Learning Communities - PLC</p> <ul style="list-style-type: none"> • Grade Level • Department 	<p>Action Step(s): Grade Level PLCs will meet every Thursday with Principal, AP, and Counselor and Technology (Angela Burson) - professional development based on the needs of the students. Department PLCs will meet each month with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD</p> <table border="1"> <thead> <tr> <th data-bbox="493 797 766 899">Person(s) Responsible</th> <th data-bbox="766 797 1157 899">Timeline</th> <th data-bbox="1157 797 1451 899">Resources</th> <th data-bbox="1451 797 1713 899">Formative Evaluation</th> <th data-bbox="1713 797 1955 899">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 899 766 1050">Jill Morphis Jamie Munoz Jennifer Wilson Angela Burson</td> <td data-bbox="766 899 1157 1050">2021-2022</td> <td data-bbox="1157 899 1451 1050">Time, instructional staff, pulled resources, PLC Training</td> <td data-bbox="1451 899 1713 1050">Classroom observations, teacher surveys</td> <td data-bbox="1713 899 1955 1050"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson Angela Burson	2021-2022	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys	
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Jill Morphis Jamie Munoz Jennifer Wilson Angela Burson	2021-2022	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys								
<p>Strategy 11: *** Administration will set up procedures in place to address excessive absences and tardies.</p>	<p>Action Step(s):</p> <table border="1"> <thead> <tr> <th data-bbox="493 1138 766 1240">Person(s) Responsible</th> <th data-bbox="766 1138 1157 1240">Timeline</th> <th data-bbox="1157 1138 1451 1240">Resources</th> <th data-bbox="1451 1138 1713 1240">Formative Evaluation</th> <th data-bbox="1713 1138 1955 1240">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1240 766 1359">Jill Morphis Tracy Wetsel Jamie Munoz</td> <td data-bbox="766 1240 1157 1359">2021-2022</td> <td data-bbox="1157 1240 1451 1359">Time, Resource Officer, continuous mailouts.</td> <td data-bbox="1451 1240 1713 1359">Attendance Log - contacts, letters</td> <td data-bbox="1713 1240 1955 1359"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Tracy Wetsel Jamie Munoz	2021-2022	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters	
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Jill Morphis Tracy Wetsel Jamie Munoz	2021-2022	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters								
<p>Strategy 12: *** Use of TEKS Resource</p>	<p>Action Step(s): Core teachers following TEKS Resource, focusing on the IFD and the unit assessments. All core teachers completed a “data day” in August.</p>										

Management System in all core areas	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz	2021-2022	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments	
Strategy 13: Continue with BIG - positive behavior program - using Dojo. Implement 7 Habits into the positive behavior program.	Action Step(s): Provide structure and incentives for students who exhibit outstanding behavior. Continue to monitor using the Dojo system. BIG party held each six weeks for the students with positive points.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, staff, campus funds, Junior Lighthouse Team	Class Dojo system, number of students attending the BIG parties, number of student referrals		
Strategy 14: Update and implement updated EOP (Emergency Operations Plan)	Action Step(s):				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Morphis, Jill Jamie Munoz Jennifer Wilson	2021-2022	Time, staff, campus funds, SROP, alternate location for evacuation	Drill schedule and logs Survey after each drill		
Strategy 15: Behavioral Threat Assessment Team	Action Step(s):				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, staff, Behavior Threat Assessment	Completion of Behavior Threat		

	Mindi Ray April Santiago		Training, Officer Barnett	Assessment Training, Meetings, and putting Threat Assessment in practice when needed.	

Goal 3: Clyde Intermediate will provide instruction that challenges, equips, and promotes students to be successful in the technological future.

Strategy 1: ***
Continue daily use of 2 computer labs and provide chromebooks for each student.

Action Step(s): Providing chromebooks for all students. Continue to use 2 computer labs on a daily basis within the master schedule, allowing students ample opportunity to use labs or chromebooks.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Ashley Sanders Mike Neal	2021-2022	Time, Instructional staff, district and campus funds	lab time for students, Edgenuity, FEV, Myon, MyPath, IXL, Keyboarding without Tears	

Strategy 2: ***
Continued use of IXL, AR Reading, Matific, Myon
Addition of Edgenuity, FEV

Action Step(s): Provide training and support for staff, implement the use of support programs for students.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jill Morphis Jamie Munoz Jennifer Wilson Core teachers, SPED teachers, Lab Instructional Aides	2021-2022	Time, Instructional staff, computer labs, Edgenuity, Reading Plus, IXL, Renaissance Learning,	Data/reports available through the programs	

Strategy 3: ***
Professional development

Action Step(s): Encourage and support staff to complete ongoing staff development.

focusing on technology <ul style="list-style-type: none"> Added breakout sessions into weekly PLC Meetings 	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Angela Burson	2021-2022	Time, instructional staff, district and Region 14 professional development	Completion of professional development, classroom observations	

Strategy 4: *** Continuing to incorporate “tech time” into weekly Grade Level PLC meetings	Action Step(s): Continue to incorporate “tech time” with Angela Burson during weekly PLC meetings with the core teachers.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Angela Burson	2021-2022	PLC time, instructional staff, Mrs. Burson	Attendance of “tech time”, classroom observations	

Strategy 5: Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, Math Mania and AR Readers, Vocab of the Week, PE Question, Math question	Action Step(s): 5th grade students present Bulldog News live via screencastify.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis	2021-2022	Time, screencastify	completion of Bulldog News.	

Strategy 6: ***	Action Step(s):				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

Goal 4:	Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership
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Strategy 1:	Action Step(s) All staff will fill out pre-requisite forms before making any purchase.
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Staff will utilize proper forms when purchasing any items - following our district procedures.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Kayla Grogan	2021-2022	Training, Time, Eduphoria	Budget Reports	

Strategy 2: Monthly Activity Reports will be shared showing account balances.	Action Step(s): Activity accounts will be balanced monthly and reports shared				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Kayla Grogan	2021-2022	Time	Monthly Reports	

Goal 5:	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.
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Strategy 1: *** Communicate with parents and community	Action Step(s): Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders, Dojo, ParentSquare-Twitter, Facebook, Instagram Each week we are committed to sharing at least 3 student celebrations through ParentSquare and social media.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz Jennifer Wilson Tracy Wetsel Kayla Grogan Grade Level Teachers	2021-2022	Time, instructional staff	Attendance to events	

Strategy 2: Meet the Teacher	Action Step(s): Participate in Meet the Teacher Night prior to the first day of school.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jill Morphis Jamie Munoz	2021-2022	Time, all staff	Attendance at Meet the Teacher	

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<p>Strategy 3: *** Family Leadership Night/ Student Led Conferences and Leadership Day</p>	<p>Action Step(s): Host Family Leadership Night - lead by the students focused on Leader In Me and curriculum activities.</p> <table border="1"> <thead> <tr> <th data-bbox="499 253 764 354">Person(s) Responsible</th> <th data-bbox="772 253 1157 354">Timeline</th> <th data-bbox="1165 253 1451 354">Resources</th> <th data-bbox="1459 253 1713 354">Formative Evaluation</th> <th data-bbox="1722 253 1923 354">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 360 764 503">Jill Morphis Jamie Munoz Jennifer Wilson</td> <td data-bbox="772 360 1157 503">2021-2022</td> <td data-bbox="1165 360 1451 503">Time, instructional staff, campus funds</td> <td data-bbox="1459 360 1713 503">Attendance at Family Leadership Night and Day survey</td> <td data-bbox="1722 360 1923 503"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey	
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Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey												
<p>Strategy 4: Offer volunteer opportunities and create events to invite the parents and families to our campus</p>	<p>Action Step(s): Offer volunteer opportunities for parents and community members - Watch DOGS, PTO, field trips, reading time with students, math fact time with students, book fairs, etc.</p> <table border="1"> <thead> <tr> <th data-bbox="499 617 764 717">Person(s) Responsible</th> <th data-bbox="772 617 1157 717">Timeline</th> <th data-bbox="1165 617 1451 717">Resources</th> <th data-bbox="1459 617 1713 717">Formative Evaluation</th> <th data-bbox="1722 617 1923 717">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 724 764 837">Jill Morphis Jamie Munoz Jennifer Wilson</td> <td data-bbox="772 724 1157 837">2021-2022</td> <td data-bbox="1165 724 1451 837">Time, instructional staff, campus funds</td> <td data-bbox="1459 724 1713 837">Attendance to events, parent surveys</td> <td data-bbox="1722 724 1923 837"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff, campus funds	Attendance to events, parent surveys	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff, campus funds	Attendance to events, parent surveys												
<p>Strategy 5: PALS/CHS Child Guidance Students/CHS Instructional Practices</p>	<p>Action Step(s): Continue working with the PALS students and Family and Consumer Science Class from CHS</p> <table border="1"> <thead> <tr> <th data-bbox="499 915 764 1016">Person(s) Responsible</th> <th data-bbox="772 915 1157 1016">Timeline</th> <th data-bbox="1165 915 1451 1016">Resources</th> <th data-bbox="1459 915 1713 1016">Formative Evaluation</th> <th data-bbox="1722 915 1923 1016">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1023 764 1198">Jill Morphis Jennifer Wilson Rachel Laughlin Amy Hancock Reagan Sewell</td> <td data-bbox="772 1023 1157 1198">2021-2022</td> <td data-bbox="1165 1023 1451 1198">Time, campus funds, CHS students, staff</td> <td data-bbox="1459 1023 1713 1198">Surveys, teacher feedback, student feedback</td> <td data-bbox="1722 1023 1923 1198"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jennifer Wilson Rachel Laughlin Amy Hancock Reagan Sewell	2021-2022	Time, campus funds, CHS students, staff	Surveys, teacher feedback, student feedback	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Jill Morphis Jennifer Wilson Rachel Laughlin Amy Hancock Reagan Sewell	2021-2022	Time, campus funds, CHS students, staff	Surveys, teacher feedback, student feedback												

<p>Strategy 6: *** Parent Connection Month - October</p>	<p>Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom.</p> <table border="1" data-bbox="499 175 1950 399"> <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>Jill Morphis Jamie Munoz Jennifer Wilson</td> <td>2021-2022</td> <td>Time, instructional staff</td> <td>Grade level parent contact google docs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff	Grade level parent contact google docs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis Jamie Munoz Jennifer Wilson	2021-2022	Time, instructional staff	Grade level parent contact google docs								
<p>Strategy 7: *** Leadership Celebrations - Student celebrations each six weeks</p>	<p>Action Step(s): Host the Leadership Celebrations at the end of each six weeks celebrating students' success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE ESPY Awards, IXL, MyPath, Boxtop drawing.</p> <table border="1" data-bbox="499 553 1950 712"> <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>Jill Morphis</td> <td>2021-2022</td> <td>Time, campus funds</td> <td>Attendance</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis	2021-2022	Time, campus funds	Attendance	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis	2021-2022	Time, campus funds	Attendance								
<p>Strategy 8: *** Guidance classes</p> <ul style="list-style-type: none"> • Classroom guidance classes • Growing Leaders 	<p>Action Step(s): Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes.</p> <table border="1" data-bbox="499 837 1950 997"> <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>Jennifer Wilson</td> <td>2021-2022</td> <td>Time</td> <td>Student growth</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson	2021-2022	Time	Student growth	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jennifer Wilson	2021-2022	Time	Student growth								
<p>Strategy 9: *** Shout Out!</p>	<p>Action Step(s): . Each week the teachers get 3-5 Shout Outs to create on students. Those students are called to the front office to make a positive phone call to their parents. Shout Outs are shared daily on Bulldog News, posted on ParentSquare, Shout Outs are posted on the SHOUT OUT Board next to Mrs. Watts office.</p> <table border="1" data-bbox="499 1149 1950 1403"> <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>Jill Morphis Jamie Munoz Jennifer Wilson Tracy Wetsel</td> <td>2021-2022</td> <td>Time</td> <td>Shout Out, Pictures posted on social media, positive calls home</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson Tracy Wetsel	2021-2022	Time	Shout Out, Pictures posted on social media, positive calls home	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis Jamie Munoz Jennifer Wilson Tracy Wetsel	2021-2022	Time	Shout Out, Pictures posted on social media, positive calls home								

<p>Strategy 10: *** Leader In Me - continuous training and implementation of Leader In Me (adjusted based on COVID restrictions)</p> <ul style="list-style-type: none"> • WIG • Leadership Night • Leadership Day • Student Led Conferences • Student Led Groups • Data Binders 	<p>Action Step(s): WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences</p> <table border="1" data-bbox="499 175 1929 428"> <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>Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team</td> <td>2021-2022</td> <td>Time</td> <td>Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team	2021-2022	Time	Observations	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis Jamie Munoz Jennifer Wilson Lighthouse Team	2021-2022	Time	Observations								
<p>Strategy 11: Leader In Me - Junior Lighthouse</p>	<p>Action Step(s): Student leaders from each grade are working together with Mrs. Watts as the Junior Lighthouse.</p> <table border="1" data-bbox="499 570 1929 760"> <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>Kelsey Watts Jennifer Wilson</td> <td>2021-2022</td> <td>Time</td> <td>Student survey, activities</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Kelsey Watts Jennifer Wilson	2021-2022	Time	Student survey, activities	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Kelsey Watts Jennifer Wilson	2021-2022	Time	Student survey, activities								
<p>Strategy 12: GT Showcase Night)</p>	<p>Action Step(s): GT students will be able to showcase their work for students, parents, and community.</p> <table border="1" data-bbox="499 878 1929 1159"> <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>Jill Morphis</td> <td>2021-2022</td> <td>Time</td> <td>Attendance of Showcase Night</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jill Morphis	2021-2022	Time	Attendance of Showcase Night	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jill Morphis	2021-2022	Time	Attendance of Showcase Night								

CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jill Morphis, Principal
2020 - 2021 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

<input checked="" type="checkbox"/>	Clyde Intermediate School has met the legal requirements for campus improvement planning, including the 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 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 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 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 teachers in services to students with disabilities.
<input checked="" 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
Jill Morphis	Principal - Chairperson
Jamie Munoz	Assistant Principal
Jennifer Wilson	Counselor
Makenzie Bingham	Teacher
Kelley Floyd	Teacher
Jennifer Hanson	Teacher
Paige Hageman	Teacher
Vanessa Martin	Teacher
Heather Cauthen	Staff Member
Ashley Taylor	Parent
Kami Parks	Parent
	Parent
Amy Neuman	Business/Community Member

CPOC Meetings for 2020-2021		
DATE	TIME	LOCATION
November		

February		
May		

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 - Fifth grade students will increase Domain One Average by at least 8 percent as measured by the STAAR no later than the end of the 2021 - 2022 school year.	For 2021-2022 - Fifth grade students will increase Domain One Average by at least 8 percent as measured by the State of Texas Assessments of Academic Readiness STAAR.	After each common assessment, 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 - Fourth grade students will increase Domain One Average by at least 12 percent as measured by the State of Texas Assessments of Academic Readiness STAAR no later than the end of the 2021 - 2022 school year.	For 2021-2022 - Fourth grade students will increase Domain One Average by at least 5 percent as measured by the State of Texas Assessments of Academic Readiness.	After each common assessment, 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 2021-2022, 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 2021-2022, 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 2021-2022 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 2021-2022 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 2021-2022 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 2021-2022 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 2018 - 2019 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 2021-2022 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 2021-2022, 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.

<input type="checkbox"/> 11) High School AEIS – Advanced Courses and Dual Credit	For 2021-2022, 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.
<input type="checkbox"/> 12) High School AEIS – Advanced Placement Exams	For 2021-2022, 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.
<input type="checkbox"/> 13) High School AEIS – SAT/ACT Exams	For 2021-2022, 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 2021-2022 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 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.

**Clyde Intermediate School
Clyde Cons. Independent School District
Staff Development Plans
2021-2022
Section E**

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

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

Goal 1, Strategy 6, 9, 11