

2021-2022 CLYDE HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

Clyde High School Campus Improvement Plan

2021-2022 Comprehensive Needs Assessment Summary

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

Campus Demographics

The staff at Clyde High School include 42 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 83% White, 2% African American, 14% Hispanic, 0% Asian, and 0% Native American. Additionally, the campus serves 45.6% economically disadvantaged students, 7.3% special education students, and 0.5% Limited English Proficient students. Attendance rates include 89.9% African American, 95.2% Hispanic, 95.9% White, and 94.4% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our English Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:

2019 STAAR Data, 2019 EOC Data

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

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

<u>EOC:</u>	<u>Approaches Grade</u>	<u>Meets Grade</u>	<u>Master's Grade</u>
	<u>Level</u>	<u>Level</u>	<u>Level</u>
**English I	61%	37%	10%
**English II	71%	45%	5%
**Algebra I	84%	41%	16%
**Biology	86%	53%	15%
**U.S. History	92%	71%	39%

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2022:

- Clyde High School Smart Goal 2021-2022: CISD District Initiative - English I students will increase Domain One Average by an average of 6 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2021-2022 school year**.

	<u>2019 Scores</u>	<u>2021 Target Goal</u>	
• Algebra I	84%	89%	5 point increase
• Biology	86%	93%	7 point increase
• ELA I	61%	68%	7 point increase
• ELA II	71%	78%	7 point increase
• U. S. History	92%	97%	5 point increase

School Culture, Climate, and Organization

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

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

Campus Improvement Plan

Continue to work on and improve campus climate and culture, measurements will be attained through staff, student, parent surveys, and student discipline reports Upon review of this data, several findings were noted. These findings include: Continue working and creating a staff bonding to keep our teachers as part of the Instructional Team.

Areas of need include:

- **Parent Involvement**
- **Recruitment and Retaining of Highly Qualified Teachers**
- **Increase ELA STAAR Scores**

Staff Quality, Recruitment, and Retention

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

- Campus Employment Rosters

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

- Clyde High School Staff will undergo a full evaluation by Mr. Heseman Personally by April of 2022.

Areas of need include:

- Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.
- Retain quality teachers and staff year and year out through re-recruitment

Family and Community Involvement:

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

- Continue to Increase parent meeting attendance rates.
- Continue to keep our parents and guardians informed of the happenings on our campus at CHS. CHS staff are using Social Media tools to better communicate with our students, and parents. Instagram, Facebook, and Twitter have been created and activated for the High School's usage.
- Encourage our parents, guardians, and stakeholders to participate in the PTO.

Clyde High School Campus Goals 2021-2022 School Year

1. Student academic performance on State and National Exams will reflect continuous improvement and excellence in learning.
2. Clyde High School will attract and retain the highest quality teachers, staff and support their efforts with quality professional development.
3. Clyde High School will invest in evolving technology and maintaining existing infrastructure in order to promote student / technology.
4. Facilities will be provided that are supportive of quality instructional programs and represent the importance of public education within the community.
5. Clyde High School will actively engage parents and the district communities in the education process of our students.
6. Clyde High School will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Clyde High School Campus Improvement Plan

District Priority:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners and to be ready for post secondary education life.
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GOAL 1:	CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.														
<p>Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.</p>	<p>Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.</p> <table border="1" data-bbox="520 237 1953 459"> <thead> <tr> <th data-bbox="520 237 800 337">Person(s) Responsible</th> <th data-bbox="800 237 1056 337">Timeline</th> <th data-bbox="1056 237 1476 337">Resources</th> <th data-bbox="1476 237 1734 337">Formative Evaluation</th> <th data-bbox="1734 237 1953 337">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 337 800 459">Heseman, Don</td> <td data-bbox="800 337 1056 459">Spring 2022</td> <td data-bbox="1056 337 1476 459">Time, District Admin. Staff</td> <td data-bbox="1476 337 1734 459">August 2021 All Staff T-TESS Observation</td> <td data-bbox="1734 337 1953 459">Staff Schedules</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don	Spring 2022	Time, District Admin. Staff	August 2021 All Staff T-TESS Observation	Staff Schedules
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<p>Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers</p>	<p>Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.</p> <table border="1" data-bbox="520 581 1953 773"> <thead> <tr> <th data-bbox="520 581 800 682">Person(s) Responsible</th> <th data-bbox="800 581 1056 682">Timeline</th> <th data-bbox="1056 581 1476 682">Resources</th> <th data-bbox="1476 581 1734 682">Formative Evaluation</th> <th data-bbox="1734 581 1953 682">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 682 800 773">Heseman, Don</td> <td data-bbox="800 682 1056 773">Spring 2022</td> <td data-bbox="1056 682 1476 773">Time, Teachers, Staff, District Admin Staff</td> <td data-bbox="1476 682 1734 773">August 2021</td> <td data-bbox="1734 682 1953 773">Teaching Certificates</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don	Spring 2022	Time, Teachers, Staff, District Admin Staff	August 2021	Teaching Certificates
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<p>Strategy 3: Accelerated Learning Classes will be used to prepare students for EOC testing in Algebra I, English I and English II, Biology and U.S. History. Enrichment Instruction is provided for students not meeting the STAAR EOC standard in 8th grade.</p>	<p>Action Step: Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.</p> <table border="1" data-bbox="520 894 1953 1117"> <thead> <tr> <th data-bbox="520 894 800 995">Person(s) Responsible</th> <th data-bbox="800 894 1056 995">Timeline</th> <th data-bbox="1056 894 1476 995">Resources</th> <th data-bbox="1476 894 1734 995">Formative Evaluation</th> <th data-bbox="1734 894 1953 995">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 995 800 1117">Heseman, Don; Anderson, Mykia Kinslow, Paula</td> <td data-bbox="800 995 1056 1117">August 2021-May 2022</td> <td data-bbox="1056 995 1476 1117">Time, Teachers, Supplies, Campus Admin Staff, FEV Tutor</td> <td data-bbox="1476 995 1734 1117">Spring 2022</td> <td data-bbox="1734 995 1953 1117">Students Schedules Teachers</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don; Anderson, Mykia Kinslow, Paula	August 2021-May 2022	Time, Teachers, Supplies, Campus Admin Staff, FEV Tutor	Spring 2022	Students Schedules Teachers
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Heseman, Don; Anderson, Mykia Kinslow, Paula	August 2021-May 2022	Time, Teachers, Supplies, Campus Admin Staff, FEV Tutor	Spring 2022	Students Schedules Teachers											

<p>Strategy 4: Teachers will attend and/or teach classes at the beginning of the year to other High School and Junior High Staff members. Master Class is a chance to train ourselves to and teach each other what has worked with Clyde Kids.</p>	<p>Action Step: Master Class</p> <table border="1" data-bbox="520 293 1950 578"> <thead> <tr> <th data-bbox="520 293 791 394">Person(s) Responsible</th> <th data-bbox="791 293 1058 394">Timeline</th> <th data-bbox="1058 293 1474 394">Resources</th> <th data-bbox="1474 293 1734 394">Formative Evaluation</th> <th data-bbox="1734 293 1950 394">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 394 791 578">Heseman, Don Carr, Jayme</td> <td data-bbox="791 394 1058 578">Summer 2021- August 26th 2021</td> <td data-bbox="1058 394 1474 578">Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff</td> <td data-bbox="1474 394 1734 578">Staff surveys at the end of the training.</td> <td data-bbox="1734 394 1950 578">Certificates</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don Carr, Jayme	Summer 2021- August 26th 2021	Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff	Staff surveys at the end of the training.	Certificates
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<p>Strategy 5: Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony & Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. State Qualifier Board Recognition</p>	<p>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p> <table border="1" data-bbox="520 667 1950 875"> <thead> <tr> <th data-bbox="520 667 791 784">Person(s) Responsible</th> <th data-bbox="791 667 1058 784">Timeline</th> <th data-bbox="1058 667 1474 784">Resources</th> <th data-bbox="1474 667 1734 784">Formative Evaluation</th> <th data-bbox="1734 667 1950 784">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 784 791 875">Heseman, Don</td> <td data-bbox="791 784 1058 875">All Year</td> <td data-bbox="1058 784 1474 875">Time, Teachers, Supplies, Campus Admin Staff</td> <td data-bbox="1474 784 1734 875">Organized participation</td> <td data-bbox="1734 784 1950 875">Certificates and Awards</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards
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Heseman, Don	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards											
<p>Strategy 6: Clyde High School will provide a Credit Recovery Program (LEAP) to aid students in graduate documentation of credit earned will be used to measure the effectiveness of the program. Assessments</p>	<p>Action Step: Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.</p> <table border="1" data-bbox="520 1094 1950 1286"> <thead> <tr> <th data-bbox="520 1094 791 1195">Person(s) Responsible</th> <th data-bbox="791 1094 1058 1195">Timeline</th> <th data-bbox="1058 1094 1474 1195">Resources</th> <th data-bbox="1474 1094 1734 1195">Formative Evaluation</th> <th data-bbox="1734 1094 1950 1195">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 1195 791 1286">Heseman, Don; Dudgeon, Victoria;</td> <td data-bbox="791 1195 1058 1286">All Year</td> <td data-bbox="1058 1195 1474 1286">Time, Teachers, Staff, District Admin Staff, Campus Staff,</td> <td data-bbox="1474 1195 1734 1286">Applications will be filled out for the</td> <td data-bbox="1734 1195 1950 1286">Odysseyware Documentation</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don; Dudgeon, Victoria;	All Year	Time, Teachers, Staff, District Admin Staff, Campus Staff,	Applications will be filled out for the	Odysseyware Documentation
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<p>created by staff will be utilized with the core subject courses in grades 9-12 and with the credit recovery program (LEAP).</p>	<table border="1"> <tr> <td data-bbox="518 110 791 188">Broadfoot, Mindy; Hooper, Debbie</td> <td data-bbox="791 110 1052 188"></td> <td data-bbox="1052 110 1474 188"></td> <td data-bbox="1474 110 1734 217">program and progress will be monitored.</td> <td data-bbox="1734 110 1948 188"></td> </tr> </table>	Broadfoot, Mindy; Hooper, Debbie			program and progress will be monitored.						
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<p>Strategy 7: Develop and administer Personal Graduation Plans (PGP) for students in grades 9-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in the ninth grade.</p>	<p>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1"> <thead> <tr> <th data-bbox="518 358 791 453">Person(s) Responsible</th> <th data-bbox="791 358 1052 453">Timeline</th> <th data-bbox="1052 358 1474 453">Resources</th> <th data-bbox="1474 358 1734 453">Formative Evaluation</th> <th data-bbox="1734 358 1948 453">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 457 791 565">Wilson, Gregg; Dudgeon, Victoria; Broadfoot, Mindy</td> <td data-bbox="791 457 1052 565">All Year</td> <td data-bbox="1052 457 1474 565">Time, Teachers, Campus Admin Staff</td> <td data-bbox="1474 457 1734 565">August Planning/Student Schedules-May</td> <td data-bbox="1734 457 1948 565">Completed by Counselors</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Wilson, Gregg; Dudgeon, Victoria; Broadfoot, Mindy	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors
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Wilson, Gregg; Dudgeon, Victoria; Broadfoot, Mindy	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors							
<p>Strategy 8: In partnership with Workforce Solutions and Community in Schools to create opportunities to plan post secondary life for ALL seniors and begin the conversations with Juniors.</p>	<p>Action Step: This group works with each senior personally and helps make a plan for each one.</p> <table border="1"> <thead> <tr> <th data-bbox="518 724 791 818">Person(s) Responsible</th> <th data-bbox="791 724 1052 818">Timeline</th> <th data-bbox="1052 724 1474 818">Resources</th> <th data-bbox="1474 724 1734 818">Formative Evaluation</th> <th data-bbox="1734 724 1948 818">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 823 791 992">Heseman, Don Broadfoot, Mindy Dudgeon, Victoria Ellston, Amanda Laughlin, Rachel</td> <td data-bbox="791 823 1052 992">All Year and through the summer</td> <td data-bbox="1052 823 1474 992">Time, Staff</td> <td data-bbox="1474 823 1734 992">Continuous</td> <td data-bbox="1734 823 1948 992">CIS/WFS Counselors Scheduling</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don Broadfoot, Mindy Dudgeon, Victoria Ellston, Amanda Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling
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<p>Strategy 9: Clyde High School provides a Peer Assistance and Leadership Program (PALS) with CBVI student participation.</p>	<p>Action Step: Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses.</p> <table border="1"> <thead> <tr> <th data-bbox="518 1157 791 1252">Person(s) Responsible</th> <th data-bbox="791 1157 1052 1252">Timeline</th> <th data-bbox="1052 1157 1474 1252">Resources</th> <th data-bbox="1474 1157 1734 1252">Formative Evaluation</th> <th data-bbox="1734 1157 1948 1252">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 1256 791 1260"></td> <td data-bbox="791 1256 1052 1260"></td> <td data-bbox="1052 1256 1474 1260"></td> <td data-bbox="1474 1256 1734 1260"></td> <td data-bbox="1734 1256 1948 1260"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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	Heseman, Don; Laughlin, Rachel	All Year	Time, Teachers, CIS	May 2022	Scheduling and Organization

Goal 2:	Make Classrooms more meaningful and relevant for students and teachers.				
Strategy 1: Students that have traditionally been low performers in English will pass the English EOC exam at a higher rate after having an extra year of English preparation.	Action Step: CHS will utilize programs to address learning gaps.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman, Don; Anderson, Mykia	Fall 2021 Spring 2022	Time, Campus Admin Staff, English Department, PLC time	NWEA Scores will be utilized to address learning needs.	MAP Testing, Scheduling and Documentation
Strategy 2: Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are enrolled in FEV Tutor during Bulldog period. This provides 1 on 1 instruction with a certified math Tutor.	Action Step: CHS will continue to use FEV Tutor to address learning loss.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman Don; Kinslow, Paula; Burson, Angela Andreson, Mykia	Fall 2021 Spring 2022	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR sends weaknesses to FEV Tutor	Implementation of Instructional Tools
Strategy 3: Students that have failed the	Action Step: CHS will utilize programs to address learning gaps.				

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<p>Strategy 4: Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are enrolled in FEV Tutor during Bulldog period. This provides 1 on 1 instruction with a certified math Tutor.</p>	<p>Action Step: CHS will utilize programs to address learning gaps.instruction.</p> <table border="1"> <thead> <tr> <th data-bbox="495 456 764 570">Person(s) Responsible</th> <th data-bbox="764 456 1157 570">Timeline</th> <th data-bbox="1157 456 1451 570">Resources</th> <th data-bbox="1451 456 1713 570">Formative Evaluation</th> <th data-bbox="1713 456 1934 570">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 570 764 756">Heseman Don; Kinslow, Paula; Burson, Angela Andreson, Mykia</td> <td data-bbox="764 570 1157 756">Fall 2021 Spring 2022</td> <td data-bbox="1157 570 1451 756">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td> <td data-bbox="1451 570 1713 756">NWEA and STAAR sends weaknesses to FEV Tutor</td> <td data-bbox="1713 570 1934 756">Implementation of Instructional Tools</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman Don; Kinslow, Paula; Burson, Angela Andreson, Mykia	Fall 2021 Spring 2022	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR sends weaknesses to FEV Tutor	Implementation of Instructional Tools
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Heseman Don; Kinslow, Paula; Burson, Angela Andreson, Mykia	Fall 2021 Spring 2022	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR sends weaknesses to FEV Tutor	Implementation of Instructional Tools							
<p>Strategy 5: Increase awareness of academic and CTE pathways in the district for all students.</p>	<p>Action Step: Counselors will utilize updated district College and Career Planning guides to meet with each individual student as well as student groups to facilitate evaluation of opportunities related to college and career readiness.</p> <table border="1"> <thead> <tr> <th data-bbox="495 829 764 943">Person(s) Responsible</th> <th data-bbox="764 829 1157 943">Timeline</th> <th data-bbox="1157 829 1451 943">Resources</th> <th data-bbox="1451 829 1713 943">Formative Evaluation</th> <th data-bbox="1713 829 1934 943">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 943 764 1130">Heseman, Don Dudgeon, Victoria Broadfoot, Mindy Anderson, Mykia</td> <td data-bbox="764 943 1157 1130">Fall 2021 Spring 2022</td> <td data-bbox="1157 943 1451 1130">Campus Admin Staff</td> <td data-bbox="1451 943 1713 1130">August 2021</td> <td data-bbox="1713 943 1934 1130">Participation and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don Dudgeon, Victoria Broadfoot, Mindy Anderson, Mykia	Fall 2021 Spring 2022	Campus Admin Staff	August 2021	Participation and Documentation
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<p>Strategy 6: Counselors provide expectations and procedures for enrolling in AP and dual</p>	<p>Action Step: Increased Enrollment in DC and AP classes.</p> <table border="1"> <thead> <tr> <th data-bbox="495 1179 764 1291">Person(s) Responsible</th> <th data-bbox="764 1179 1157 1291">Timeline</th> <th data-bbox="1157 1179 1451 1291">Resources</th> <th data-bbox="1451 1179 1713 1291">Formative Evaluation</th> <th data-bbox="1713 1179 1934 1291">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1291 764 1291"></td> <td data-bbox="764 1291 1157 1291"></td> <td data-bbox="1157 1291 1451 1291"></td> <td data-bbox="1451 1291 1713 1291"></td> <td data-bbox="1713 1291 1934 1291"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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<p>credit courses as they are working with students to review testing data and 6-8 year plan information.</p>	<p>Dudgeon, Victoria Broadfoot, Mindy</p>	<p>Fall 2021 Spring 2022</p>	<p>Teachers, Staff, District Admin Staff, Campus Admin Staff,</p>	<p>August 2021</p>	<p>Scheduling, Participation, Organization, and Documentation</p>
<p>Strategy 7: Increase participation and industry certification in campus and district CTE programs.</p>	<p>Action Step: Provide opportunities for CTE teachers and students to promote CTE via a Back to School Bash CHS showcase where individual CTE programs share information and recruit incoming 9th graders.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Heseman, Don Berry, Kenny Phillips, Terry Kinslow, Paula</p>		<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</p>	<p>August 2021 Participation</p>	<p>Sign in Sheets</p>
<p>Strategy 8: Increase participation and industry certification in campus and district CTE programs.</p>	<p>Action Step: Examine scheduling in our courses involving CDA certification to maximize student opportunity to accumulate hours and achieve certification.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Heseman, Don Broadfoot, Mindy Dudgeon, Victoria Welch, Tami</p>		<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</p>	<p>January 2022- August 2022</p>	<p>Communication ,Documentation and Implementation</p>
<p>Strategy 9: Clyde High School will continue using the</p>	<p>Action Step: CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS.</p>				

Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman, Don; Victoria Dudgeon; Broadfoot, Mindy	Fall 2021 Spring 2022	Time, Library, Computer Lab	August 2021 Technology Participation	Student Registration

Strategy 10: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2018-2019 school year.	Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Chief Dalton of the Clyde Police Department.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman, Donald; Dalton, Robert	Fall 2021 Spring 2022	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2021	Master Schedule

Goal 3:	Tell the CCISD stories of inspiration, success, and opportunity to the community, parents, and staff.				
Strategy 1: Provide regular, ongoing training to teachers on how to best utilize technology to engage students and parents.	Action Step: Work with teachers and staff to utilize parent square effectively.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman, Don Burson, Angela	Fall 2021 Spring 2022	Time, Teachers, Parent Square, Admin	2021-2022	Professional Development
Strategy 2: Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the	Action Step: All teachers will sign the acceptable use policy along with participating in staff development in technology.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<p>District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements.</p>	<table border="1"> <tr> <td data-bbox="512 103 777 363"> <p>Heseman, Don; Anderson, Mykia</p> </td> <td data-bbox="785 103 1167 363"> <p>Fall 2021 Spring 2022</p> </td> <td data-bbox="1176 103 1461 363"> <p>Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</p> </td> <td data-bbox="1470 103 1726 363"> <p>2021-2022</p> </td> <td data-bbox="1734 103 1936 363"> <p>Technology Training</p> </td> </tr> </table>					<p>Heseman, Don; Anderson, Mykia</p>	<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</p>	<p>2021-2022</p>	<p>Technology Training</p>					
<p>Heseman, Don; Anderson, Mykia</p>	<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</p>	<p>2021-2022</p>	<p>Technology Training</p>											
<p>Strategy 3: Inform parents and the public through SchoolWay, Twitter, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Parent Meetings, and Newsletters, and other electronic formats.</p>	<p>Action Step: CHS will communicate necessary information to parents in multiple ways.</p> <table border="1"> <thead> <tr> <th data-bbox="512 415 777 516"> <p>Person(s) Responsible</p> </th> <th data-bbox="785 415 1167 516"> <p>Timeline</p> </th> <th data-bbox="1176 415 1461 516"> <p>Resources</p> </th> <th data-bbox="1470 415 1726 516"> <p>Formative Evaluation</p> </th> <th data-bbox="1734 415 1936 516"> <p>Documented</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="512 522 777 704"> <p>Heseman, Don Dudgeon, Victoria Broadfoot, Mindy Anderson, Mykia</p> </td> <td data-bbox="785 522 1167 704"> <p>Fall 2021 Spring 2022</p> </td> <td data-bbox="1176 522 1461 704"> <p>Time, Teachers, School Library, Outside Consultant, Guest Speaker</p> </td> <td data-bbox="1470 522 1726 704"> <p>August 2018</p> </td> <td data-bbox="1734 522 1936 704"> <p>Communication, Scheduling and Posting</p> </td> </tr> </tbody> </table>					<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	<p>Heseman, Don Dudgeon, Victoria Broadfoot, Mindy Anderson, Mykia</p>	<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, School Library, Outside Consultant, Guest Speaker</p>	<p>August 2018</p>	<p>Communication, Scheduling and Posting</p>
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>											
<p>Heseman, Don Dudgeon, Victoria Broadfoot, Mindy Anderson, Mykia</p>	<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, School Library, Outside Consultant, Guest Speaker</p>	<p>August 2018</p>	<p>Communication, Scheduling and Posting</p>											
<p>Strategy 4: Utilize the skills of tech liaisons to train teachers in the use of technology based teaching tools to increase student engagement.</p>	<p>Action Step: Increased number of teachers / classrooms utilizing technology applications as teaching tools. Increase student engagement.</p> <table border="1"> <thead> <tr> <th data-bbox="512 792 777 893"> <p>Person(s) Responsible</p> </th> <th data-bbox="785 792 1167 893"> <p>Timeline</p> </th> <th data-bbox="1176 792 1461 893"> <p>Resources</p> </th> <th data-bbox="1470 792 1726 893"> <p>Formative Evaluation</p> </th> <th data-bbox="1734 792 1936 893"> <p>Documented</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="512 899 777 1081"> <p>Heseman, Don; Anderson, Mykia; Burson, Angela</p> </td> <td data-bbox="785 899 1167 1081"> <p>Fall 2021 Spring 2022</p> </td> <td data-bbox="1176 899 1461 1081"> <p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's</p> </td> <td data-bbox="1470 899 1726 1081"> <p>August 2021 Participation</p> </td> <td data-bbox="1734 899 1936 1081"> <p>TTESS Walkthrough and Observations</p> </td> </tr> </tbody> </table>					<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	<p>Heseman, Don; Anderson, Mykia; Burson, Angela</p>	<p>Fall 2021 Spring 2022</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's</p>	<p>August 2021 Participation</p>	<p>TTESS Walkthrough and Observations</p>
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<p>Strategy 5: Creation of Parent Teacher Organization</p>	<p>Action Step: To increase the participation of parents in our school in a hands-on approach for parent involvement.</p> <table border="1"> <thead> <tr> <th data-bbox="512 1166 777 1266"> <p>Person(s) Responsible</p> </th> <th data-bbox="785 1166 1167 1266"> <p>Timeline</p> </th> <th data-bbox="1176 1166 1461 1266"> <p>Resources</p> </th> <th data-bbox="1470 1166 1726 1266"> <p>Formative Evaluation</p> </th> <th data-bbox="1734 1166 1936 1266"> <p>Documented</p> </th> </tr> </thead> <tbody> </tbody> </table>					<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>					
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	Heseman Don; PTO Board Members	Fall 2021 Spring 2022	Time, Admin, Parents or Guardians	May 2022 Numbers increasing	Student Scheduling Teacher Schedules
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Goal 4:	Clyde High school will strive to instill our community and ethical values in our students.				
Strategy 1: Campus will implement Championship Level:Lead Together initiatives one time per week in connection to the Leader in Me criteria.	Action Step: Utilize momentum monday's during bulldog period to facilitate a pre-planned leadership and ethical curriculum created by our Leader in Me Action team.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Anderson, Mykia; Leader in Me Action Team	Fall 2021	Time, Teachers and Administration Leader in Me Curriculum	May 2022	Progress Monitoring
Strategy 2: CHS will utilize a simple and quick reporting systems for students to share concerns related to bullying, violence, racism and harassment.	Action Step: Ensuring students know how to report situations that are wrong using a google form.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heseman, Don; Anderson, Mykia; Burson, Angela	Fall 2021 Spring 2022	Students, Teachers, Campus Administration	June/July 2022	Participation / Progress Monitoring
Strategy 3: CHS will implement use of Go Guardian/BARK alert system	Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.				

to monitor student use of electronic devices, and will alert teachers and administrators if students engage in self harm, explicit or violent computer usage.	<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>Heseman Don; Anderson, Mykia; Burson, Angela; McGuire Paul; Neal, Mike</td> <td>Fall 2021 Spring 2022</td> <td>BARK and Go Guardian</td> <td>Continuous</td> <td>Online Documentation by programs</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman Don; Anderson, Mykia; Burson, Angela; McGuire Paul; Neal, Mike	Fall 2021 Spring 2022	BARK and Go Guardian	Continuous	Online Documentation by programs
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented						
Heseman Don; Anderson, Mykia; Burson, Angela; McGuire Paul; Neal, Mike	Fall 2021 Spring 2022	BARK and Go Guardian	Continuous	Online Documentation by programs							
<p>Strategy 4: CHS will offer attendance incentives and celebrate good attendance. CHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish an intervention plan.</p>	<p>Action Step: Incentives will be created to encourage attendance.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Anderson, Mykia</td> <td>Fall 2021 Spring 2022</td> <td>Homework Passes; Restaurant Coupons, Admin, Office Staff</td> <td>Monthly Check ins.</td> <td>Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Anderson, Mykia	Fall 2021 Spring 2022	Homework Passes; Restaurant Coupons, Admin, Office Staff	Monthly Check ins.	Monitoring
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Anderson, Mykia	Fall 2021 Spring 2022	Homework Passes; Restaurant Coupons, Admin, Office Staff	Monthly Check ins.	Monitoring							
<p>Strategy 5: All students will take Life 101 class that will discuss much of the leader in me curriculum mixed with "life" from a seasoned veteran teacher.</p>	<p>Action Step: Tutorial Program Monday - Thursday from 7:40 - 8:00 a.m. and 3:30-3:45 pm. Mandatory for students not passing.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Heseman, Don; Cofer, Brent</td> <td>Fall 2021 Spring 2022</td> <td>Time, Teachers, District Admin Staff, Campus Admin Staff, Chick -Fil-A Academy</td> <td>Monthly Check-ins</td> <td>Professional Development</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heseman, Don; Cofer, Brent	Fall 2021 Spring 2022	Time, Teachers, District Admin Staff, Campus Admin Staff, Chick -Fil-A Academy	Monthly Check-ins	Professional Development
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Heseman, Don; Cofer, Brent	Fall 2021 Spring 2022	Time, Teachers, District Admin Staff, Campus Admin Staff, Chick -Fil-A Academy	Monthly Check-ins	Professional Development							

CIP PART II: ASSURANCE ADDENDUM

**Clyde High School School
Don Heseman, 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 High School 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 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 checked="" 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 checked="" 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 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
Don Heseman	Principal - Chairperson
Mindy Broadfoot	Counselor
Courtney Metcalf	Teacher
Misti Kingston	Teacher
Michelle Howard	Teacher
Danny Dudgeon	AD
Aaron Laughlin	Parent
Toni Brockway	Parent
Toni Smith	Parent
Jack Cordry	Community Member

CPOC Meetings for 2021-2022		
DATE	TIME	LOCATION
08/18/2021	2:00 PM	CHS Library

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
[X] 1) STAAR Recognized or Exemplary	For 2018-2019, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Advanced Academic Achievement Performance	For 2018-2019, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 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-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 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 % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2015-2016 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[X] 9)	High School AEIS – Ninth Graders	The percent of 2018-2019 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100 %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

[X]	10) Recommended High School Program	For 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.
[X]	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.
[X]	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.
[X]	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.

	Goal	Description	Formative	Summative	Strategy
[X]	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. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.</p>
<p>[X] 2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.</p>
<p>[X] 3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.</p>
<p>[X] 4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.</p>
<p>[X] 5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.</p>
<p>[X] 6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.</p>
<p>[] 7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)</p>
<p>[X] 8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.</p>

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| <p>[X] 9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.</p> |
| <p>[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.</p> |

