

2023-2024 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2023-2024 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 2023-24 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 25 teachers, 10 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 79% White, African American 1%, Hispanic 15%, Asian 0%, Hawaiian 0%, Native American 0%, and Mulit-Racial 5%. Additionally, the campus serves 49% economically disadvantaged students, 21% 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. Our special education student population has increased by 7%.

Areas of need include:

Continued improvement in attendance to reach Campus Distinction. Campus daily goal is 98%.

Student Achievement

The following data was reviewed in relation to Student achievement: STAAR (Spring 2023), MAPS/Unit Assessment data(2023-24 school year) MAPS/BOY/Unit Assessments from fall of 2023.

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

Areas of need include:

- 3rd to 4th grade meets grade level RLA will increase 39%-49% by June 2024
- 3rd to 4th grade meets grade level Math will increase 29%-39% by June 2024

Goals for the 2023-2024 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade by 10 percent, 4th grade by 7 percent, 5th grade by 7 percent
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity, IXL, FEV, Legends of Learning, PAPER-Math Missions
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Wheeler and instructional aides) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - each six weeks
- Math WIG-85% of students will grow from their personal best in math facts 2 Out of 3 times by April 26, 2024.
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook 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- 10 percent, 4th-6 percent, 5th- 4 percent
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity IXL, Reading Plus, EPIC, FEV, PAPER
- RTI - Reading (Paige Hageman and instructional aides) - during WIN/Music/Computer time
- Continued support with Accelerated Reader-incentives and rewards
- ELAR PLC Meetings - each six weeks
- 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 Leadership Notebook 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 (from 42% to 52%)
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Legends of Learning
- 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 - each six weeks
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook 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.
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook 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, Positive Behavior Support Meeting/Planning and our Lighthouse committee and Jr 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, Parent Nights, 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 Leadership Notebooks 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 1 new classroom teacher and 3 new special ed teachers for the 2023-24 school year, 1 new Reading RTI certified teacher. All teachers were highly qualified for the 2023-24 school year. We also hired a new Assistant Principal, Fine Arts teacher, 1 Community In Schools employee, and 2 new instructional aides for the 2023-24 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, MRA (LIM survey)

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

83 percent of the parents agree or strongly agree that the school engages the community through collaborative partnerships.

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
	Jamie Munoz Erin Davis	2023-2024	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
	Jamie Munoz Erin Davis	2023-2024	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, provide lesson plan feedback for teachers(TIL)				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	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 deliver quality instruction to all students.	Action Step(s): Follow procedure for purchasing instructional materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin	2023-2024	Time, Budgets,	Budget reports	

	Davis, Jennifer Wilson, Martha Pechacek		Instructional resources		
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, Implementing TEKS Resource System				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin Davis, Angela Burson Paula Kinslow	2023-2024	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 (Munoz/Davis/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
	Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark	
Strategy 2: *** Data Walks with individual or department/grade level teachers within a few days of giving their Unit Assessments.	Action Step(s): After each unit assessment, Mrs. Munoz, Mrs. Wilson, Ms. Davis and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment(including student performance and growth in math). Data analysis will include tracking of targeted student groups for Domain 3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson	2023-2024	Time, administration, instructional staff	Unit assessments, Benchmark, State	

	Erin Davis			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 MyPath				
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.				
Strategy 5: *** Character Building - WIN Time	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.				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2023-2024	Time, instructional staff, Edgenuity–MyPATH	State assessment data, unit assessment data		
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2023-2024	Time, instructional staff, campus funds, IXL, MyPath	State assessment data, unit assessment data		
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team/Jr Lighthouse Team	2023-2024	Time, Leader In Me, staff	attendance, school culture, leadership, discipline reports, student academic and emotional growth		

<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>Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger, Hayli Houghton</p>		<p>2023-2024</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 - Paige Hageman ● Math - Melanie Wheeler 	<p>Action Step(s): Continue the RTI Program for Math and Reading</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Erin Davis Jennifer Wilson Paige Hageman Melanie Wheeler</p>		<p>2023-2024</p>	<p>Time, instructional staff, Edgenuity, Bridges, istation, Title I, LLI,IXL Math</p>	<p>State assessment data, unit assessment data, Progress monitoring</p>	
<p>Strategy 8: Implement Lesson Alignment/Formative assessment</p>	<p>Action Step(s): Provide TIL rollout training for lesson alignment for the teachers as they create high quality lesson plans and schedule/conduct walkthroughs for teachers providing feedback on lesson alignment.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis</p>		<p>2023-2024</p>	<p>Time, instructional staff, campus and district funds</p>	<p>classroom observations</p>	
<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>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Willson Erin Davis</p>		<p>2023-2024</p>	<p>Time,instructional staff, /Leader In Me, campus and district</p>	<p>Classroom observations, surveys, data from</p>	

	Lighthouse Team		funds	goals										
Strategy 10: *** Professional Learning Communities - PLC <ul style="list-style-type: none"> Grade Level Department 	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													
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Jamie Munoz Jennifer Wilson Erin Davis Angela Burson	2023-2024	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys											
Strategy 11: *** Administration will set up procedures in place to address excessive absences and tardies.	Action Step(s): Weekly letters sent out via parent square, parent phone calls, and Truancy meeting scheduled when needed													
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Jamie Munoz Erin Davis Jennifer Corbin	2023-2024	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters											
Strategy 12: *** Use of TEKS Resource Management System in all core areas	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.													
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz Erin Davis Jennifer Wilson	2023-2024	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments											
Strategy 13: Continue with LEAD - 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.													
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz	2023-2024	Time, staff, campus	Class Dojo system,											

	Jennifer Wilson Erin Davis		funds, Junior Lighthouse Team	number of students attending the LEAD 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
	Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	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
	Jamie Munoz Jennifer Wilson Codi Parmalee Erin Davis Jacob Stennett	2023-2024	Time, staff, Behavior Threat Assessment Training, Officer Stennett	Completion of Behavior Threat 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 chromebooks for each student.	Action Step(s): Providing chromebooks for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Jamie Munoz Stacy Hansen Mike Neal	2023-2024	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, EPIC Addition of Edgenuity, FEV, Legends of Learning	Action Step(s): Provide training and support for staff, implement the use of support programs for students.				
Strategy 3: *** Professional development focusing on technology <ul style="list-style-type: none"> Added breakout sessions into weekly PLC Meetings 	Action Step(s): Encourage and support staff to complete ongoing staff development.				
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.				
Strategy 5: Bulldog News - on the news 3 days - we will	Action Step(s): 5th grade students present Bulldog News live via Canva.				

highlight the daily attendance, academic celebrations, Math Mania and AR Readers, PE Question, Math question	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Bulldog News Student leaders	2023-2024	Time, screencastify	completion of Bulldog News.	

Goal 4: Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership

Strategy 1: Staff will utilize proper forms when purchasing any items - following our district procedures.	Action Step(s) All staff will fill out pre-requisite forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Martha Pechacek	2023-2024	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
	Jamie Munoz Martha Pechaeck	2023-2024	Time	Monthly Reports	

Goal 5: Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.

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
	Jamie Munoz Jennifer Wilson Erin Davis Grade Level Teachers	2023-2024	Time, instructional staff	Attendance to events	

Strategy 2: Meet the Teacher/Bulldog Academy	Action Step(s): Participate in Meet the Teacher Night prior to the first day of school.													
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	Time, all staff	Attendance at Meet the Teacher											
Strategy 3: *** Family Leadership Night/ Student Led Conferences and Leadership Day	Action Step(s): Host Family Leadership Night - lead by the students focused on Leader In Me and curriculum activities.													
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2023 and Spring 2024)											
Strategy 4: Offer volunteer opportunities and create events to invite the parents and families to our campus	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.													
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Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell	2023-2024	Time, instructional staff, campus funds	Attendance to events, parent surveys											
Strategy 5: PALS/CHS Child Guidance Students/CHS Instructional Practices	Action Step(s): Continue working with the PALS students and Family and Consumer Science Class from CHS													
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Jamie Munoz Jennifer Wilson Rachel Laughlin Laura Carr	2023-2024	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="497 175 1927 375"> <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>Jamie Munoz Jennifer Wilson Erin Davis</td> <td>2023-2024</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	Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	Time, instructional staff	Grade level parent contact google docs	
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Jamie Munoz Jennifer Wilson Erin Davis	2023-2024	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 All-Star Awards, IXL, MyPath. Students lead the awards ceremonies.</p> <table border="1" data-bbox="497 534 1927 670"> <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>Jamie Munoz</td> <td>2023-2024</td> <td>Time, campus funds</td> <td>Attendance</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz	2023-2024	Time, campus funds	Attendance	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz	2023-2024	Time, campus funds	Attendance								
<p>Strategy 8: *** Guidance classes</p> <ul style="list-style-type: none"> • Classroom guidance classes • Growing Leaders • 4-H • Lunch Bunch 	<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="497 797 1927 933"> <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>2023-2024</td> <td>Time</td> <td>Student growth</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson	2023-2024	Time	Student growth	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jennifer Wilson	2023-2024	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 onParentSquare, Shout Outs are posted on the Clyde CISD Facebook page.</p> <table border="1" data-bbox="497 1089 1927 1320"> <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>Jamie Munoz Jennifer Wilson Erin Davis Codi Parmerlee</td> <td>2023-2024</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	Jamie Munoz Jennifer Wilson Erin Davis Codi Parmerlee	2023-2024	Time	Shout Out, Pictures posted on social media, positive calls home	
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Jamie Munoz Jennifer Wilson Erin Davis Codi Parmerlee	2023-2024	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 • Parent Night 	<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 1927 407"> <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>Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team</td> <td>2023-2024</td> <td>Time</td> <td>Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2023-2024	Time	Observations	
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Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2023-2024	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. Wilson as the Junior Lighthouse.</p> <table border="1" data-bbox="499 621 1927 789"> <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 Jamie Munoz</td> <td>2023-2024</td> <td>Time</td> <td>Student survey, activities</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson Jamie Munoz	2023-2024	Time	Student survey, activities	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jennifer Wilson Jamie Munoz	2023-2024	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="499 906 1927 1166"> <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>Shana Wendlick</td> <td>2023-2024</td> <td>Time</td> <td>Attendance of Showcase Night</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Shana Wendlick	2023-2024	Time	Attendance of Showcase Night	
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Shana Wendlick	2023-2024	Time	Attendance of Showcase Night								

CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2023-2024 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
Jamie Munoz	Principal - Chairperson
Erin Davis	Assistant Principal
Jennifer Wilson	Counselor
Jessica Leach	Teacher
Paige Hageman	Teacher
Jennifer Hanson	Teacher
Jodi Graven	Teacher
Shannon Calkins	Parent
Amy Neuman	Business/Community Member

CPOC Meetings for 2023-24		
DATE	TIME	LOCATION
October 24, 2023	4:00	Conference Room
February 8, 2024	4:00	Conference Room
April 18, 2024	4:00	Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

corresponding requirement.

Goal	Description	Formative	Summative	Strategy
[X] 1) STAAR - 3rd grade will increase by 6 percent, 4th grade by 6 percent, 5th grade by 2 percent as measured by the STAAR no later than the end of the 2021 - 2022 school year.	For 2023-2024 - 3rd grade will increase by 6 percent, 4th grade by 6 percent, 5th grade by 2 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 - Maintain Domain One averages: 3rd 50 percent, 4th grade 50 percent, and 5th grade 57 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 2023-2024 - Maintain Domain One averages: 3rd 50 percent, 4th grade 50 percent, and 5th grade 57 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 2023-2024, 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 2023-2024, 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 2023-2024 the discipline referrals for offenses will be reduced by 10% 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 2023-2024 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 2023-2024 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 2023-2024 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 2023-2024 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 2023-2024 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 2023-2024, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 11) High School AEIS – Advanced Courses and Dual Credit	For 2023-2024, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 12) High School AEIS – Advanced Placement Exams	For 2023-2024, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 13) High School AEIS – SAT/ACT Exams	For 2023-2024, 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 2023-2024 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
2023-2024
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
Goal 1, Strategy 6, 9, 11