

2025-2026 Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 2025-2026 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Junior High School include 23 teachers, 3 split-campus teachers, 10 paraprofessionals, 3 office, 1 counselor, and 2 administrators. The student population is 72% White, 2% African American, 20% Hispanic, 1% Asian, 0.0% American Indian, and 5% Two or More Races. Additionally, the campus serves 47.4% economically disadvantaged students, 22.4% special education students (SPED), and 0.2% English Language Learners. Attendance rates include: 97.1% Hispanic, 96.8% White, 96%, African American 86.4%, Two or More Races 97.4% economically disadvantaged and 96.8% SPED. The most current data indicate the campus has a 13.76% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2024-25), STAAR Accountability Ratings, Information from Campus Site based team from the spring 2025 meeting.

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

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

Areas of need include:

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

Student Achievement

The following data was reviewed in relation to Student achievement: partly from STAAR, mostly from MAPS, IXL, BOY and EOY Assessment data.

Upon review of this data, several findings were noted. It appears that our students are struggling with reading and writing. Adjustments are being made where every student is utilizing the IXL program and academic support plans are being utilized to meet the needs of our students.

Smart Goals for the 2025-2026 School Year:

Campus Improvement Plan

Mathematics

- Students will be at 4% average above the state for meets level performance on 2025-2026 STAAR.
- All readiness TEKS will be at 55% or higher on 2025-2026 STAAR.
- Students will have a combined average of at least 80% approaches (for 6th, 7th, and 8th Grade).

English Language Arts Reading

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

Science

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 10% by May 2026.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 85% by May 2026.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2026.

Social Studies

- Raise the Approaches Level percent for all students to 70% by May 2026
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2026.
- Raise the Masters level in 8th grade History to at least 10% by May 2026.

School Culture, Climate, and Organization

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

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

Student discipline referrals increased relative to the 2024-2025 school year. Analysis indicated the majority of the placements were from students who had high mobility rates, SPED, and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Areas of need include:

An increased focus on our attendance rates.

Continue to develop interest for a Parent/Teacher Organization to help increase parental involvement.

Focus on positive relationship building to improve overall student behavior and academic performance.

Utilize our counselor to address the increase in emotional and behavioral issues through a proactive approach to counseling programs delivered to students.

Teachers and administrators continue to take a more proactive approach to student behavior management with parental contacts occurring frequently. This should include ongoing training that addresses student emotional and behavior support.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters, T-TESS Evaluations

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

CJH saw 11 employee (2 teacher/coach, 1 administrator, 2 office staff, 3 aides, 2 teachers) leave at the end of the 2024-2025 school year. We have combined our STUCO, Lighthouse, and Climate committees in order to facilitate the needs of our students and staff better.

Areas of need include:

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

Continue to improve student achievement, behavior, and well-being, while also enhancing teacher effectiveness and parent engagement.

Explore ideas to market and attract highly qualified teachers to the district by adding opportunities for TIA for all eligible teachers.

Clyde Junior High School Campus Improvement Plan

District Priority:	Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.
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GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in
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	all academic Leadership, and extracurricular areas.				
Strategy 1: Hire highly qualified staff	Action Step(s): We will provide processes to interview and select highly qualified educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	Spring 2026 - August 2026	Time	T-TESS Observations	
Strategy 2: Recruit highly qualified candidates	Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	Spring 2026	Time & District Budget	T-TESS Observations	
Strategy 3: Retain highly qualified educators	Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale working with our PTO by providing meals and snacks. We will start to implement TIA for qualified teachers. We will foster a growth mind-set environment through T-TESS and PLC's.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time, Activity and District Budget	Retention Rates	
Strategy 4: Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	MAPS, BOY AND EOY Test, and STAAR results	Staff meetings. The HUB, and Weekly Update
Strategy 5:	Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional				

Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students	resources and materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Gerald Jordan	2025-2026	Time, Activity and Campus Budgets	Budget Reports	Weekly Updates and the HUB
Strategy 6: Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.	Action Step(s): Clyde Junior High will investigate/survey parent interest in developing a Parent/Teacher Organization in an effort to improve overall engagement and support for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan and Patrick Odom	2025-2026	Time & Campus Budget	Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.	
Strategy 7: Teachers will have access use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement curriculum with a focus on overlapping TEKS for the 2025-26 school year. We will utilize The Lowman curriculum to help with vertical alignment.	Action Step(s): We will use the TEKS Resource System for our Scope and Sequence, Year at a Glance, Instructional Focus Documents and Unit Assessments (progress monitoring).				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	Unit Assessments & Observations	
Strategy 8: Host a 5th grade parent night	Action Step(s): We will host a 5th grade orientation for students and families prior to the first day of school. After school begins, we will host an Open House for students and families allowing parents to meet teachers.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan,	August 2025	Campus Budget and PTO	Open House Sign In Sheets	

	Cade Dement and Patrick Odom				
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Goal 2:	Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.				
Strategy 1: Provide professional development that will encourage and enhance high quality instruction (looking for internal strengths within teaching staff to train each other)	Action Step(s): We will utilize existing talent within the district, ESC 14, surrounding districts, and other research based strategies to address any identified areas of need determined in Monthly PLC meetings.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	T-TESS observations, MAPS, and Unit Assessments	
Strategy 2: Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)	Action Step(s): We will provide opportunities for general education and special education teachers to enhance their knowledge of inclusion practices through PD offerings by the ESC 14.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	District Budget	T-TESS observations and SPED performance on Unit Assessments	
Strategy 3: Provide PD and strategies for all teachers to use in an effort to reach students identified as economically disadvantaged.	Action Step(s): We will utilize PLC meetings and ESC 14 online training and other PD offerings to build a better understanding of our low SES students and how to effectively promote learning among this specific group.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paul Kinslow	2025-2026	Time and District Budget	unit assessments and daily grades	

Strategy 4: Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.	Action Step(s): Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Gerald Jordan, Callie Van Hoff, & The Lighthouse Leadership Team	2025-2026	The Leader in Me Grant	Weekly Leadership Lessons, Leadership Events and meeting agendas	
Strategy 5: Provide time for Monthly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices	Action Step(s): We will meet with all content teachers at least once a month to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Gerald Jordan and Content Teachers	2024-2025	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS	
Strategy 6: Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs	Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Content Teachers	2025-2026	Time and Campus Budget	Tutorial Logs	
Strategy 7: Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY	Action Step(s): Content teachers will analyze data from unit assessments and STAAR results to identify students struggling on particular learning standards. The results will be tracked through the use of our digital data walls built in the respective PLC Google Classrooms and Data board in the PLC room				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

and EOY Assessments, and IXL will assist.	Content Teachers	2025-2026	Time	Data Tracking/Analysis	Data tracker bar graphs
Strategy 8: More effective inclusion scheduling practices for SPED Students to reduce student conflict, enable more choices, and provide appropriate support based on individual IEP's.	Action Step(s): General and Special Education teachers will implement effective strategies to address struggling special education students based on data from common assessments and classroom observations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Chelsea Heard, Gerald Jordan, and Callie Van Hoff	2025-2026	Time	Master Schedule	
Strategy 9: Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.	Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Gerald Jordan, Callie Van Hoff, & Tiffany Edwards	2025-2026	Time	Shared Attendance Contact Log	
Strategy 10: CJH will practice safety procedures and provide for programs that will address safety and violence	Action Step(s): We will take proactive measures (drills, programs, and procedures) to address a variety of safety and violence issues common among teenage students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom. Gerald Jordan, and Stephen Faulkenberry	2025-2026	Time and Campus Budget	Logs and Agendas	
Strategy 11: Continue participation in UIL Academic competition planned for fall 2023	Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2025.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Chelsea Heard,	2025-2026	Campus Budget	Participation Lists	

	<table><tr><td>Gerald Jordan, and Patrick Odom</td><td></td><td></td><td></td><td></td></tr></table>					Gerald Jordan, and Patrick Odom									
Gerald Jordan, and Patrick Odom															
Strategy 12: Continue offering Advanced classes for all content areas in grades 7-8, advance math 6-8	Action Step(s): All content classes’ grades 7-8 and math 6-8, will offer an Advanced class with criteria for enrollment that will challenge students at a high level and prepare them for AP class offerings at High School. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Patrick Odom</td><td>2025-2026</td><td>Campus Budget</td><td>Class Lists</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Campus Budget	Class Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom	2025-2026	Campus Budget	Class Lists												
Strategy 13: Clyde JH will provide ALC lessons for students who failed 2025 STAAR.	Action Step(s): Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment lessons before or after school. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Gerald Jordan and Callie Van Hoff</td><td>2025-2026</td><td>District Budget and Title I</td><td>Unit Assessments, MAPS, and STAAR</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Gerald Jordan and Callie Van Hoff	2025-2026	District Budget and Title I	Unit Assessments, MAPS, and STAAR	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Gerald Jordan and Callie Van Hoff	2025-2026	District Budget and Title I	Unit Assessments, MAPS, and STAAR												
Strategy 14: The district will provide dyslexia services for students.	Action Step(s): Students who are identified for dyslexia services will be served daily with a dyslexia class. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Chelsea Heard and Kirk Cleveland</td><td>2025-2026</td><td>District Budget</td><td>Formal Testing</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing												

Goal 3:	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.				
Strategy 1: Continue to offer Career Portals to 7th grade students	Action Step(s): Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Justin Bamlett	2025-2026	District Budget	PEIMS & End of Year Grade Reports	

Strategy 2: Normalize the use of Google Classroom for in person and remote learners. This tool is utilized to access assignments and learning.	Action Step(s): All grade levels will utilize Chromebooks to support learning objectives through the use of computers for class projects and research and much of the daily assignments. Students will use online programs to support learning.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2025-2026	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	
Strategy 3: Classes will continue to utilize Chrome Books that are at a 1-1 ratio offered by the district.	Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2025-2026	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Strategy 4: Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, Beanstack, and Stem Scopes for Math, Reading and Science	Action Step(s): Math, Reading and Science classes at all levels will utilize online support programs to further extend learning over low grade level objectives.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	District Budget & Title I	Lesson Plans & Walkthroughs	
Strategy 6: Continue to offer Robotics for all grade levels at CJH provided COVID permits	Action Step(s): We will offer after school Robotics during the Fall/Winter and participate in the Robotics competition with teams from each grade level.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Cade Dement	2025-2026	Time and District Budget	Robotics Competition	
Strategy 7: To offer Art 1, Professional	Action Step(s): We will offer one section of Professional Communications, and Art 1 for high school credit				

Communications for HS elective credit to 8th Grade students.	
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Goal 4:	Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.				
Strategy 1: Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances	Action Step(s): All staff will fill out pre-requisition forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time & Training	TxEIS 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
	Heather Brooks and Patricia Blazauskas	2025-2026 (monthly)	Time	Monthly Reports	

Goal 5:	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.				
Strategy 1: The Lighthouse Leadership Team will meet daily to give leadership lessons	Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Amy Saunders, and Candi Hershey	Fall 2025 - Spring 2026	Franklin Covey Grant for Leader in Me	Lighthouse Leadership Team Meetings and progress reports required for TLIM grant	

Strategy 2: Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.	Action Step(s): Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self-monitor and assess.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers and Staff	Fall 2025 - Spring 2026	Time	Student digital notebooks and progress reports in staff meetings	
Strategy 3: Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles	Action Step(s): Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	Observation during walkthroughs and Lighthouse Committee Meetings	
Strategy 4: Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior	Action Step(s): Paw Prints will be used schoolwide to promote positive decision making among students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff and Gerald Jordan	2025-2026	Time & Training	Reports and Discipline Trends	
Strategy 5: The counselor will provide programs to students and parents to prepare for HS and beyond	Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff	Spring 2026	Campus and District Resources	Program Agendas and sign in sheets	

Strategy 6: Continue to update staff on campus events through weekly PLC's and weekly update emails	Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Patrick Odom</td><td>2025-2026</td><td>Time</td><td>Staff Agendas, The HUB, and Emails</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Time	Staff Agendas, The HUB, and Emails	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom	2025-2026	Time	Staff Agendas, The HUB, and Emails								
Strategy 7: Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.	Action Step(s): Staff will use The Leader in Me curriculum through direct teaching time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS). This will be student led by student elected leaders and teacher facilitated <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Patrick Odom, & The Lighthouse Leadership Team</td><td>2025-2026</td><td>The Leader in Me curriculum and online resources</td><td>Leadership Events</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, & The Lighthouse Leadership Team	2025-2026	The Leader in Me curriculum and online resources	Leadership Events	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom, & The Lighthouse Leadership Team	2025-2026	The Leader in Me curriculum and online resources	Leadership Events								

CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Patrick Odom, Principal
2025-2026 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"/> [X]	Clyde Junior High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/> [X]	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/> [X]	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"/> [X]	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/> [X]	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/> [X]	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/> [X]	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/> [X]	Included strategies for improving student attendance.
<input type="checkbox"/> []	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/> [X]	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/> [X]	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"/> [X]	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"/> [X]	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"/> [X]	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

<input type="checkbox"/>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/>	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input checked="" type="checkbox"/>	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Patrick Odom	Principal - Chairperson
Callie Van Hoff	Counselor
Candi Hershey	Teacher
Hollie Robledo	Instructional Aide
Gerald Jordan	Assistant Principal
Bethany Odom	Parent

Campus SBDM Meetings for 2025-26		
DATE	TIME	LOCATION
August	5:00 pm	JH library
March	4:00 pm	JH Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
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[X] 1) STAAR Masters	For 2025-2026, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Meets Performance Level	For 2025-2026, the percent of students reaching STAAR Meets Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 10%.	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 2025-2026, 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 2025-2026, 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 2025-2026, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and/or STAAR Alt 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs Students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2025-2026, 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 2025-2026, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2024-2025 drop-out data will be reviewed as information becomes available.	Monitor school leaver's bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities.
[]	9) High School AEIS – Ninth Graders	The percent of 2024-2025 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 2025-2026, 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 2025-2026, the percent of students who have completed at least one advanced course will be at or above 30%.	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 2025-2026, 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 2025-2026, 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 2025-2026, 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 underserved populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our core content teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[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 core content 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.
[]	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 SBDM 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 Eduphoria 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 Cons. Independent School District
Staff Development Plans
2018-2019
Section E**

10 Components Of A Schoolwide Title I Program

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