

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:

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.
GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in

	all academic Leadership, and extracurricular areas.										
Strategy 1: Hire highly qualified staff	<p>Action Step(s): We will provide processes to interview and select highly qualified educators.</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>Patrick Odom</td><td>Spring 2026 - August 2026</td><td>Time</td><td>T-TESS Observations</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	Spring 2026 - August 2026	Time	T-TESS Observations	
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Patrick Odom	Spring 2026 - August 2026	Time	T-TESS Observations								
Strategy 2: Recruit highly qualified candidates	<p>Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.</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>Patrick Odom and Dr. Paula Kinslow</td><td>Spring 2026</td><td>Time & District Budget</td><td>T-TESS Observations</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom and Dr. Paula Kinslow	Spring 2026	Time & District Budget	T-TESS Observations	
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Strategy 3: Retain highly qualified educators	<p>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.</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>Patrick Odom</td><td>2025-2026</td><td>Time, Activity and District Budget</td><td>Retention Rates</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Time, Activity and District Budget	Retention Rates	
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Strategy 4: Provide ongoing PD to increase effectiveness of educators and staff.	<p>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.</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>Patrick Odom</td><td>2025-2026</td><td>Time</td><td>MAPS, BOY AND EOY Test, and STAAR results</td><td>Staff meetings. The HUB, and Weekly Update</td></tr> </tbody> </table>	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
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Strategy 5:	Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional										

<p>Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students</p>	<p>resources and materials.</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>Patrick Odom and Gerald Jordan</td><td>2025-2026</td><td>Time, Activity and Campus Budgets</td><td>Budget Reports</td><td>Weekly Updates and the HUB</td></tr> </tbody> </table>	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
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Patrick Odom and Gerald Jordan	2025-2026	Time, Activity and Campus Budgets	Budget Reports	Weekly Updates and the HUB							
<p>Strategy 6: Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.</p>	<p>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.</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>Callie Van Hoff, Gerald Jordan and Patrick Odom</td> <td>2025-2026</td> <td>Time & Campus Budget</td> <td>Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.</td> <td></td> </tr> </tbody> </table>	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.	
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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.								
<p>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.</p>	<p>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).</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>Patrick Odom and Dr. Paula Kinslow</td> <td>2025-2026</td> <td>District Budget</td> <td>Unit Assessments & Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	Unit Assessments & Observations	
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Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	Unit Assessments & Observations								
<p>Strategy 8: Host a 5th grade parent night</p>	<p>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.</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>Callie Van Hoff, Gerald Jordan,</td> <td>August 2025</td> <td>Campus Budget and PTO</td> <td>Open House Sign In Sheets</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Callie Van Hoff, Gerald Jordan,	August 2025	Campus Budget and PTO	Open House Sign In Sheets	
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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)	<p>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.</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>Patrick Odom and Dr. Paula Kinslow</td> <td>2025-2026</td> <td>District Budget</td> <td>T-TESS observations, MAPS, and Unit Assessments</td> <td></td> </tr> </tbody> </table>					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	
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Strategy 2: Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)	<p>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.</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>Patrick Odom</td> <td>2025-2026</td> <td>District Budget</td> <td>T-TESS observations and SPED performance on Unit Assessments</td> <td></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	District Budget	T-TESS observations and SPED performance on Unit Assessments	
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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.	<p>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.</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>Patrick Odom and Dr. Paul Kinslow</td> <td>2025-2026</td> <td>Time and District Budget</td> <td>unit assessments and daily grades</td> <td></td> </tr> </tbody> </table>					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	
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Strategy 4: <p>Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.</p>	<p>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.</p> <table border="1" data-bbox="487 169 1934 425"> <thead> <tr> <th data-bbox="487 169 777 230">Person(s) Responsible</th><th data-bbox="777 169 1142 230">Timeline</th><th data-bbox="1142 169 1459 230">Resources</th><th data-bbox="1459 169 1733 230">Formative Evaluation</th><th data-bbox="1733 169 1934 230">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 230 777 425">Patrick Odom, Gerald Jordan, Callie Van Hoff, & The Lighthouse Leadership Team</td><td data-bbox="777 230 1142 425">2025-2026</td><td data-bbox="1142 230 1459 425">The Leader in Me Grant</td><td data-bbox="1459 230 1733 425">Weekly Leadership Lessons, Leadership Events and meeting agendas</td><td data-bbox="1733 230 1934 425"></td></tr> </tbody> </table>	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	
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Strategy 5: <p>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</p>	<p>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.</p> <table border="1" data-bbox="487 545 1934 736"> <thead> <tr> <th data-bbox="487 545 777 605">Person(s) Responsible</th><th data-bbox="777 545 1142 605">Timeline</th><th data-bbox="1142 545 1459 605">Resources</th><th data-bbox="1459 545 1733 605">Formative Evaluation</th><th data-bbox="1733 545 1934 605">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 605 777 736">Patrick Odom, Gerald Jordan and Content Teachers</td><td data-bbox="777 605 1142 736">2024-2025</td><td data-bbox="1142 605 1459 736">Time and Campus Budget</td><td data-bbox="1459 605 1733 736">MAPS, IXL, unit assessments and T-TESS</td><td data-bbox="1733 605 1934 736"></td></tr> </tbody> </table>	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	
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Strategy 6: <p>Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs</p>	<p>Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.</p> <table border="1" data-bbox="487 1039 1934 1209"> <thead> <tr> <th data-bbox="487 1039 777 1099">Person(s) Responsible</th><th data-bbox="777 1039 1142 1099">Timeline</th><th data-bbox="1142 1039 1459 1099">Resources</th><th data-bbox="1459 1039 1733 1099">Formative Evaluation</th><th data-bbox="1733 1039 1934 1099">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 1099 777 1209">Content Teachers</td><td data-bbox="777 1099 1142 1209">2025-2026</td><td data-bbox="1142 1099 1459 1209">Time and Campus Budget</td><td data-bbox="1459 1099 1733 1209">Tutorial Logs</td><td data-bbox="1733 1099 1934 1209"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	2025-2026	Time and Campus Budget	Tutorial Logs	
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Content Teachers	2025-2026	Time and Campus Budget	Tutorial Logs								
Strategy 7: <p>Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY</p>	<p>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</p> <table border="1" data-bbox="487 1356 1934 1437"> <thead> <tr> <th data-bbox="487 1356 777 1416">Person(s) Responsible</th><th data-bbox="777 1356 1142 1416">Timeline</th><th data-bbox="1142 1356 1459 1416">Resources</th><th data-bbox="1459 1356 1733 1416">Formative Evaluation</th><th data-bbox="1733 1356 1934 1416">Documented</th></tr> </thead> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
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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.	<p>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.</p> <table border="1"> <thead> <tr> <th data-bbox="487 323 762 421">Person(s) Responsible</th><th data-bbox="762 323 1163 421">Timeline</th><th data-bbox="1163 323 1459 421">Resources</th><th data-bbox="1459 323 1733 421">Formative Evaluation</th><th data-bbox="1733 323 1976 421">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 421 762 551">Patrick Odom, Chelsea Heard, Gerald Jordan, and Callie Van Hoff</td><td data-bbox="762 421 1163 551">2025-2026</td><td data-bbox="1163 421 1459 551">Time</td><td data-bbox="1459 421 1733 551">Master Schedule</td><td data-bbox="1733 421 1976 551"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, Chelsea Heard, Gerald Jordan, and Callie Van Hoff	2025-2026	Time	Master Schedule	
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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.	<p>Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.</p> <table border="1"> <thead> <tr> <th data-bbox="487 682 762 780">Person(s) Responsible</th><th data-bbox="762 682 1163 780">Timeline</th><th data-bbox="1163 682 1459 780">Resources</th><th data-bbox="1459 682 1733 780">Formative Evaluation</th><th data-bbox="1733 682 1976 780">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 780 762 878">Gerald Jordan, Callie Van Hoff, & Tiffany Edwards</td><td data-bbox="762 780 1163 878">2025-2026</td><td data-bbox="1163 780 1459 878">Time</td><td data-bbox="1459 780 1733 878">Shared Attendance Contact Log</td><td data-bbox="1733 780 1976 878"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Gerald Jordan, Callie Van Hoff, & Tiffany Edwards	2025-2026	Time	Shared Attendance Contact Log	
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Strategy 10: CJH will practice safety procedures and provide for programs that will address safety and violence	<p>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.</p> <table border="1"> <thead> <tr> <th data-bbox="487 997 762 1095">Person(s) Responsible</th><th data-bbox="762 997 1163 1095">Timeline</th><th data-bbox="1163 997 1459 1095">Resources</th><th data-bbox="1459 997 1733 1095">Formative Evaluation</th><th data-bbox="1733 997 1976 1095">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 1095 762 1225">Patrick Odom, Gerald Jordan, and Stephen Faulkenberry</td><td data-bbox="762 1095 1163 1225">2025-2026</td><td data-bbox="1163 1095 1459 1225">Time and Campus Budget</td><td data-bbox="1459 1095 1733 1225">Logs and Agendas</td><td data-bbox="1733 1095 1976 1225"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, Gerald Jordan, and Stephen Faulkenberry	2025-2026	Time and Campus Budget	Logs and Agendas	
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Strategy 11: Continue participation in UIL Academic competition planned for fall 2023	<p>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.</p> <table border="1"> <thead> <tr> <th data-bbox="487 1344 762 1442">Person(s) Responsible</th><th data-bbox="762 1344 1163 1442">Timeline</th><th data-bbox="1163 1344 1459 1442">Resources</th><th data-bbox="1459 1344 1733 1442">Formative Evaluation</th><th data-bbox="1733 1344 1976 1442">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="487 1442 762 1493">Chelsea Heard,</td><td data-bbox="762 1442 1163 1493">2025-2026</td><td data-bbox="1163 1442 1459 1493">Campus Budget</td><td data-bbox="1459 1442 1733 1493">Participation Lists</td><td data-bbox="1733 1442 1976 1493"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Chelsea Heard,	2025-2026	Campus Budget	Participation Lists	
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Strategy 12: Continue offering Advanced classes for all content areas in grades 7-8, advance math 6-8	<p>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.</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>Patrick Odom</td><td>2025-2026</td><td>Campus Budget</td><td>Class Lists</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Campus Budget	Class Lists	
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Patrick Odom	2025-2026	Campus Budget	Class Lists								
Strategy 13: Clyde JH will provide ALC lessons for students who failed 2025 STAAR.	<p>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.</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>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> </tbody> </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	
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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.	<p>Action Step(s): Students who are identified for dyslexia services will be served daily with a dyslexia class.</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>Chelsea Heard and Kirk Cleveland</td><td>2025-2026</td><td>District Budget</td><td>Formal Testing</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing	
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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	<p>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.</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>Justin Bamlett</td><td>2025-2026</td><td>District Budget</td><td>PEIMS & End of Year Grade Reports</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Justin Bamlett	2025-2026	District Budget	PEIMS & End of Year Grade Reports	
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.	<p>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.</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>Teachers</td><td>2025-2026</td><td>District/Campus Budgets & Title I</td><td>Lesson Plans & Walkthroughs</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2025-2026	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	
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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.	<p>Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.</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>Teachers</td><td>2025-2026</td><td>District/Campus Budgets & Time</td><td>Lesson Plans & Walkthroughs</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2025-2026	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
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	<p>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.</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>Patrick Odom</td><td>2025-2026</td><td>District Budget & Title</td><td>Lesson Plans & Walkthroughs</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	District Budget & Title	Lesson Plans & Walkthroughs	
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Patrick Odom	2025-2026	District Budget & Title	Lesson Plans & Walkthroughs								
Strategy 6: Continue to offer Robotics for all grade levels at CJH provided COVID permits	<p>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.</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>Cade Dement</td><td>2025-2026</td><td>Time and District Budget</td><td>Robotics Competition</td><td></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Cade Dement	2025-2026	Time and District Budget	Robotics Competition	
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	<p>Action Step(s): We will offer one section of Professional Communications, and Art 1 for high school credit</p>										

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. <table border="1" data-bbox="496 416 1932 579"> <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>Patrick Odom</td> <td>2025-2026</td> <td>Time & Training</td> <td>TxEIS Budget Reports</td> <td></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Time & Training	TxEIS Budget Reports	
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. <table border="1" data-bbox="496 726 1932 889"> <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>Heather Brooks and Patricia Blazauskas</td> <td>2025-2026 (monthly)</td> <td>Time</td> <td>Monthly Reports</td> <td></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Heather Brooks and Patricia Blazauskas	2025-2026 (monthly)	Time	Monthly Reports	
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. <table border="1" data-bbox="496 1166 1932 1444"> <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>Patrick Odom, Amy Saunders, and Candi Hershey</td> <td>Fall 2025 - Spring 2026</td> <td>Franklin Covey Grant for Leader in Me</td> <td>Lighthouse Leadership Team Meetings and progress reports required for TLIM grant</td> <td></td> </tr> </tbody> </table>					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	
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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.										
	<table border="1"> <thead> <tr> <th data-bbox="498 181 777 230">Person(s) Responsible</th><th data-bbox="777 181 1142 230">Timeline</th><th data-bbox="1142 181 1459 230">Resources</th><th data-bbox="1459 181 1712 230">Formative Evaluation</th><th data-bbox="1712 181 1934 230">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 230 777 393">Teachers and Staff</td><td data-bbox="777 230 1142 393">Fall 2025 - Spring 2026</td><td data-bbox="1142 230 1459 393">Time</td><td data-bbox="1459 230 1712 393">Student digital notebooks and progress reports in staff meetings</td><td data-bbox="1712 230 1934 393"></td></tr> </tbody> </table>	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	
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.										
	<table border="1"> <thead> <tr> <th data-bbox="498 507 777 556">Person(s) Responsible</th><th data-bbox="777 507 1142 556">Timeline</th><th data-bbox="1142 507 1459 556">Resources</th><th data-bbox="1459 507 1712 556">Formative Evaluation</th><th data-bbox="1712 507 1934 556">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 556 777 752">Patrick Odom</td><td data-bbox="777 556 1142 752">2025-2026</td><td data-bbox="1142 556 1459 752">Time</td><td data-bbox="1459 556 1712 752">Observation during walkthroughs and Lighthouse Committee Meetings</td><td data-bbox="1712 556 1934 752"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Time	Observation during walkthroughs and Lighthouse Committee Meetings	
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.										
	<table border="1"> <thead> <tr> <th data-bbox="498 850 777 899">Person(s) Responsible</th><th data-bbox="777 850 1142 899">Timeline</th><th data-bbox="1142 850 1459 899">Resources</th><th data-bbox="1459 850 1712 899">Formative Evaluation</th><th data-bbox="1712 850 1934 899">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 899 777 997">Callie Van Hoff and Gerald Jordan</td><td data-bbox="777 899 1142 997">2025-2026</td><td data-bbox="1142 899 1459 997">Time & Training</td><td data-bbox="1459 899 1712 997">Reports and Discipline Trends</td><td data-bbox="1712 899 1934 997"></td></tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Callie Van Hoff and Gerald Jordan	2025-2026	Time & Training	Reports and Discipline Trends	
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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.										
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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: <p>Continue to update staff on campus events through weekly PLC's and weekly update emails</p>	<p>Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.</p> <table border="1" data-bbox="498 148 1934 306"> <thead> <tr> <th data-bbox="498 148 756 197">Person(s) Responsible</th><th data-bbox="756 148 1142 197">Timeline</th><th data-bbox="1142 148 1480 197">Resources</th><th data-bbox="1480 148 1712 197">Formative Evaluation</th><th data-bbox="1712 148 1934 197">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 197 756 306">Patrick Odom</td><td data-bbox="756 197 1142 306">2025-2026</td><td data-bbox="1142 197 1480 306">Time</td><td data-bbox="1480 197 1712 306">Staff Agendas, The HUB, and Emails</td><td data-bbox="1712 197 1934 306"></td></tr> </tbody> </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: <p>Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.</p>	<p>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</p> <table border="1" data-bbox="498 523 1934 719"> <thead> <tr> <th data-bbox="498 523 756 572">Person(s) Responsible</th><th data-bbox="756 523 1142 572">Timeline</th><th data-bbox="1142 523 1480 572">Resources</th><th data-bbox="1480 523 1712 572">Formative Evaluation</th><th data-bbox="1712 523 1934 572">Documented</th></tr> </thead> <tbody> <tr> <td data-bbox="498 572 756 719">Patrick Odom, & The Lighthouse Leadership Team</td><td data-bbox="756 572 1142 719">2025-2026</td><td data-bbox="1142 572 1480 719">The Leader in Me curriculum and online resources</td><td data-bbox="1480 572 1712 719">Leadership Events</td><td data-bbox="1712 572 1934 719"></td></tr> </tbody> </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	
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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"/> Clyde Junior High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/> Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/> Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/> Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/> Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/> Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/> Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/> Included strategies for improving student attendance.
<input type="checkbox"/> Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/> Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/> Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/> Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/> Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
<input checked="" type="checkbox"/> Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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

CIP PART II: ASSURANCE ADDENDUM

Section B

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

[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.

<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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