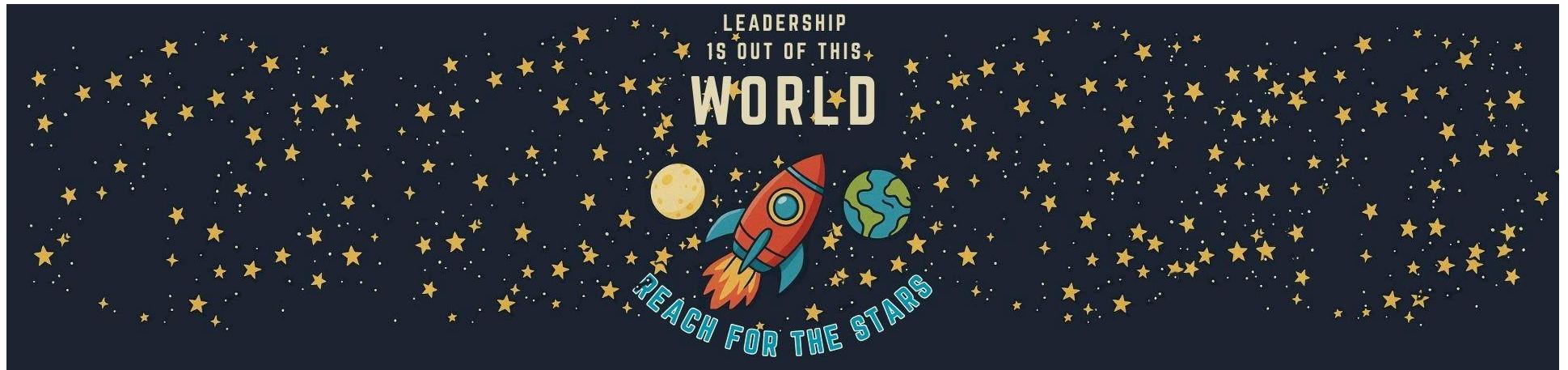# 2025-2026 Clyde Elementary

## CAMPUS IMPROVEMENT PLAN

# Clyde Elementary Vision:

 At Clyde Elementary School, we are a team of leaders.  We encourage, support, and celebrate the excellence within us.

## Mission:

L - Lead Everyday
E - Empower the leader within
A - Achieve goals together
D - Develop champions
E - Establish a safe environment
R - Respect others
S - Strive for excellence

## Theme:

Empower -  Support -  Celebrate
#keepchasingexcellence

**Clyde Elementary School Campus Improvement Plan**

**2025-2026 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Clyde Elementary 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 Elementary School for the current school year includes 25 teachers, 12 paraprofessionals, 1 nurse, 1 counselor and 2 administrators. The student demographic population for this school year is as follows:  76.4% White, 2% African American, 16.7% Hispanic, 0.0% Asian, and 0.3% American Indian.  Additionally, the campus serves 40% Economically Disadvantaged students, 22.09% Special Education students, 0.6% 504 students, and 0.9% Emergent Bilingual students.   Daily Attendance rates are between 94% to 98% with 4 to 18 students absent.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

Upon review of this data, several findings were noted. These findings include: The largest special population group is Low Socio-Economic. The Hispanic population has decreased, as well as the number of ESL students.  There was an increase in the number of students served in Special Education, especially low-incidence populations. The attendance rate for each subpopulation shows no discrepancies.

Areas of need include:
Continued improvement in attendance/academics to gain Distinctions.

# 2024-2025 Clyde Elementary
# End of Year Data

**Student Achievement**

The following data was reviewed in relation to Student achievement: NWEA Maps Growth and Fluency for grades K, 1, and 2.

**CLYDE ELEMENTARY**

- 2nd Grade:  NWEA 2-5

**READING:** 73% average or above          **MATH:** 75% average or above

|  |  |
|---|---|
| - Average (23%) | Average (35%) |
| - HiAverage (36%) | HiAverage (33%) |
| - Hi (14%) | Hi (7%) |

*Area of Strength:* Foundational Language Skills: Vocabulary          *Area of Strength:*  Geometry & Measurement

*Growth Focus:*  Author's Purpose & Craft          *Growth Focus:*  Computations & Algebraic Relationships

- 1st Grade:  NWEA K-2

**READING:** 73% average or above          **MATH:**  82% average or above

|  |  |
|---|---|
| - Average (19%) | Average (29%) |
| - HiAverage (29%) | HiAverage (34%) |
| - Hi (25%) | Hi (19%) |

*Area of Strength:* Foundational Language Skills: Vocabulary          *Area of Strength:*  Geometry & Measurement

*Growth Focus:*   Foundational Language Skills:          *Growth Focus:*  Computations and Algebraic Relationships
                 Beginning Reading and Writing

- Kindergarten  NWEA K-2

| **READING:** - 81% average or above | **MATH:** 91% average or above |
|---|---|

| | |
|---|---|
| - Average (25%) | Average (29%) |
| - HiAverage (32%) | HiAverage (37%) |
| - Hi (24%) | Hi (25%) |

| *Area of Strength:* Foundational Language Skills: Beginning Reading and Writing | *Area of Strength:* Computations and Algebraic Relationships |
|---|---|
| *Growth Focus:* Multiple Genres; Author's Purpose and Craft | Growth Focus: Data Analysis and Money |

# Goals for the 2024-2025 School Year:

**WILDLY IMPORTANT GOALS (W.I.G.S.)**
- Each grade level will have at least 20 days of 97% attendance or better by the end of the school year.
- Clyde Elementary will see 70% of students meet their projected growth set by the NWEA K-2 Growth Assessment by the end of the school year.
- 40% of students in each grade level will reach Rock Star Reader Status by May.

**School Culture, Climate, and Organization**

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

Upon review of this data, several findings were noted. These findings include:
One hundred percent of parents strongly agree/agree that their children are safe at school and that the school enforces clear and consistent rules for student behavior.  Eighty-five percent of surveys indicated that students and faculty set short/long term goals and support a climate for learning.

Areas of need include:
Review current safety protocols and ensure the campus is compliant with the new regulations regarding HB3; ensure all K-2 teachers have met the requirements of the Texas Reading Academy.

**Staff Quality, Recruitment, and Retention**

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

Title I Highly Qualified Report, Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:
Clyde Elementary Staff has undergone a chance over the last two years. 16 new staff members and multiple returning staff changing roles.  In 2nd Grade, there was an increase in the number of classroom sections needed due to enrollment. We currently have two staff in our Grow Your Own Program.

Areas of need include:
Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.

**Family and Community Involvement**

The following data was reviewed in relation to Family and Community Involvement: PTO, Title I Parent Surveys, LIM Surveys

Upon review of this data, several findings were noted. These findings include:
87% of the parents agree or strongly agree they are kept well informed of the activities at school and
94% agree or strongly agree Clyde Elementary has high academic standards for all students.

Areas of need include:
Have more activities for families using a remote or digital platform.
Be diligent and purposeful in explaining academic standards with a guaranteed and viable curriculum and the five domains for early childhood with parents.
Utilize the NWEA family reports to explain the academic growth of students. Have flexible conferencing schedules for parent/teacher conferences.

| District Priority: | **Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.** |
|---|---|

| GOAL 1: | Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful. |
|---|---|

**Strategy 1:**
**Disaggregate Spring 2025 and Fall 2025 MAPs and CIRCLE data, as well NWEA Maps Fluency, and CIRCLE data**

**Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.**

| Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
|---|---|---|---|---|
| Joshua Parker Lori Goldston Stacy Phillips Kallie Collins | 09/01/2025 - 12/20/2025 | NWEA Maps Growth and Fluency, RtI Checkpoints, CIRCLE | STAAR,NWEA Maps Growth and Fluency, CIRCLE | PLC Meeting notes;RtI Meeting Notes |

**Strategy 2:**
**Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement, including Texas Instructional Leadership.**

**Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.**

| Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
|---|---|---|---|---|
| Joshua Parker Dr. Paula Kinslow | 07/01/2025 - 06/30/2026 | Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract | Feedback and Evaluation from staff; correspondence of PD facilitators | Certificate of Attendance |

| Strategy 3:<br>**Offer Grade K-2 students identified as in need of assistance, additional reading and math tutorials through small-group and one-on-one instruction, coordinated by a certified teacher as an interventionist.** | **Action Step(s): Schedule daily tutorials and RTI pull-outs** | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker<br>Lori Goldston<br>Kallie Collins<br>Grade Level Teachers | 08/20/2025 - 05/21/2026 | Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum | Progress monitoring through Easy CBMs, MyPath Reports, IXL Reports | Monthly tutorial logs |

| Strategy 4:<br>**Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies** | **Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, & AR** | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker<br>Stacy Phillips<br>Lori Goldston | 08/20/2025 - 05/21/2026 | Time, certificates, medals | Parent and staff feedback | Reports from PEIMS, DOJO, IXL, AR, My Path |

| Strategy 5:<br>**Conduct parent/teacher conferences for all students throughout the month of October.** | **Action Step(s): Review assessment data and outline expectations for the year.** | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Grade level reps | 08/20/2025 - 05/21/2026 | Schedules; time | none | Sign In Sheets Parent Square |

| Strategy 6:<br>**Create extended school day tutorials for qualifying students identified as needing intervention in Reading/Math through the ASPIRE Program.** | **Action Step(s): Analyze NWEA Growth Reports, Fluency Reports** | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Stacy Phillips<br>Grade level teachers | 09/01/2025 - 05/21/2026 | United Way, Title I | Growth measures of students | Attendance Sheets; Time Sheets |

| Goal 2: | Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged. | | | | |
|---|---|---|---|---|---|
| **Strategy 1:**<br>**Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers** | **Action Step(s): Hire HQ Staff.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker<br>Lori Goldston<br>Dr. Paula Kinslow | 08/20/2025 - 05/21/2026 | Salary, Title I | Title I Report | Staff Schedules |
| **Strategy 2:**<br>**Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.** | **Action Step(s): Plan lessons according to data and the need for active engagement.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker<br>Grade Level Reps<br>Lori Goldston | 08/20/2025 - 05/21/2026 | Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports | Appraisals and Walk-throughs | Lesson plans, appraisals, walk-throughs |
| **Strategy 3:**<br>**Create systems to create and monitor lesson plans for grade level teachers in the area of math.** | **Action Step(s): Create lessons to include formative assessment, measurable goals, and TEKS alignment.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker | 08/20/2025 - 05/21/2026 | PLC Time, Google Products | Appraisals and Walk-throughs; Lesson Plan Templates | Lesson Plan Forms in Google Classroom |
| **Strategy 4:**<br>**Utilize components of the 7 Habits of Highly Effective People through the Leader in Me Program.** | **Action Step(s): Staff development and campus visits with Leader in Me schools.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | ALL STAFF | 08/20/2025 - 05/21/2026 | District Funds | Surveys; MRA | Purchase Order |

| Strategy 5:<br>Remaining K-3 core and special education teachers attend Reading Academy training through ESC 14. | **Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.** | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Certified Classroom Teachers and Special Ed Teachers | 07/20/2025 - 05/21/2026 | Title I Funds | Progress Reports | Sign In Sheets, Certificates, Artifact Completion |

| Goal 3: | Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community. | | | | |
|---|---|---|---|---|---|
| Strategy 1:<br>Hold "Meet the Teacher" Night prior to the first day of school. | **Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker | 08/18/2025 | Time | Title I Survey; LIM Survey | Sign In Sheets |
| Strategy 2:<br>Develop Parent/School Compact. | **Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Dr. Paula Kinslow | 08/20/2025 - 05/21/2026 | District Funds, Time | Title I Survey | Compacts signed and returned |
| Strategy 3<br>Publish activities and updates, social media, Parent Square, etc. | **Action Step(s): Utilize all realms of communication to inform parents.** | | | | |
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Hannah Thornton Saicy Lytle | 08/20/2025 - 05/21/2026 | Technology, staff | Title I Survey | Social Media/PS logs |

| Strategy 4: Implement Leadership Family Activities | Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People | | | | |
|---|---|---|---|---|---|
| | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
| | Joshua Parker Stacy Phillips Lori Goldston Family Engagement Action Team | 08/20/2025 - 05/21/2026 | District Funds, Leader In Me Grant | LIM Parent/Staff Survey | Membership forms, Lighthouse team minutes, Action Team minutes |

| Strategy 5: Develop a cooperative and collaborative relationship with Communities in Schools through a Student Success Coach. | Action Step(s): Implement Communities in Schools | | | | |
|---|---|---|---|---|---|
| | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
| | Joshua Parker Stacy Phillips Strohl, Don | 08/20/2025 - 05/21/2026 | Communities in Schools Grant | Communities in Schools Evaluations and Feedback | Communities in Schools Case Load Documentation |

| Strategy 6: Create a Food Share Table/Program to help support the nutrition needs of the students who are in need of supplemental food. | Action Step(s): Implement Communities in Schools | | | | |
|---|---|---|---|---|---|
| | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
| | Collins, Cay, Cozby, Sam | 10/01/2025 - 05/20/2026 | Time/Refrigerator | Surveys | Share Table Log |

| Strategy 7: Establish goals and action steps with students to reach Academic Goals on MAPs assessments in Reading and Math | Action Step(s): Implement Academic Student Goals | | | | |
|---|---|---|---|---|---|
| | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
| | Joshua Parker Lori Goldston Classroom Teachers | 10/01/2025 - 05/20/2026 | NWEA Data, Time | NWEA Data for Projected Goal Met | Goal Setting/Action Step Sheet in Data Notebook |

| Goal 4: | Continue to improve leadership in all Clyde CISD employees. Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students |
|---|---|

| Strategy 1:<br>Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings. | Action Step(s): Utilize grade level reps as campus leaders. | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Stacy Phillips, Lori Goldston, Grade Level Reps | 08/20/2025 - 05/21/2026 | District Funds | NA | PLC Notes, Faculty Meeting & Grade Level Rep agendas |

| Strategy 2:<br>Develop action teams to fulfill the Leader In Me functions and activities | Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Stacy Phillips Valerie Harris Amanda Pardee | 08/20/2025 - 05/21/2026 | None | Staff Surveys | Action Team agendas |

| Strategy 3:<br>Provide individual and small-group counseling sessions that build self-esteem. | Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed. | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Phillips, Stacy | 10/01/2025 - 05/21/2026 | District Funds/ Noah Project | Q&A within session; Feedback from students/counselor | Schedule of students |

| Strategy 4:<br>Hold College Days each month, as well as career awareness beyond high school. | Action Step(s): Promote beyond high school expectations and inquiry. | | | | |
|---|---|---|---|---|---|
| | **Person(s) Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | **Documented** |
| | Joshua Parker Stacy Phillips | 08/20/2025 - 05/21/2026 | Time | NA | Calendar; PS |

| Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings. | Action Step(s): Ensure campus safety is a priority. | | | | |
|---|---|---|---|---|---|
| | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Documented |
| | Joshua Parker; Phillips, Stacy; Kinslow, Paula | 08/20/2025 - 05/21/2026 | District Funds | NA | Sign in Sheets, Training quizzes; Safety Drill Documentation |

# CIP PART II: ASSURANCE ADDENDUM

**Clyde Elementary School**
**Joshua Parker, 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.

| | |
|---|---|
| [X] | Clyde Elementary School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b]) |
| [X] | Completed a needs assessment which serves as the basis for the CIP. |
| [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. |
| [X] | Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance. |
| [X] | Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria. |
| [X] | Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs. |
| [ ] | Included strategies for dropout prevention and reduction. (middle school and high school) |
| [X] | Included strategies for improving student attendance. |
| [ ] | Included strategies for improving the campus's completion rate. (high school) |
| [X] | Provided for a program to encourage parental and community involvement at the campus. |
| [X] | Included goals and methods for violence prevention and intervention on campus. |
| [ ] | Included strategies for addressing issues related to education about and prevention of dating violence. (high school) |
| [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). |
| [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. |

| | |
|---|---|
| [ ] | 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) |
| [X] | 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. |
| [X] | Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. |
| [X ] | 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. |
| [X ] | 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 Site Base Member** | **Position** |
| Joshua Parker | Principal - Chairperson |
| Lori Goldston | Assistant Principal |
| Stacy Phillips | Counselor |
| Karen Berry | Teacher |
| Teresa Parks | Teacher |
| Trella Satterfield | Teacher |
| Tracie Walters | Teacher |
| Ashley Taylor | Parent |
| Shea Tuley | Business Member |
| | Community Member |

| SBDM Meetings for 2025-2026 | | |
|---|---|---|
| **DATE** | **TIME** | **LOCATION** |
| | | |
| | | |

# 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 |
|---|---|---|---|---|---|
| [ ] 1) | STAAR Recognized or Exemplary | For 2022-2023, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.) | After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels. | STAAR results will be reviewed to determine if targets were met. | Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts. |
| [ ] 2) | STAAR Advanced Academic Achievement Performance | For 2022-2023, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I. | After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels. | STAAR results will be reviewed to determine if targets were met. | Teachers will use research-proven strategies to promote students' deep understanding of content and concepts. |
| [X] 3) | Parent and Community Involvement | For 2024-2025, the percent of parents and community members attending parent involvement meetings will increase by 20%. | At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress. | At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met. | Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events. |
| [X] 4) | Violence Prevention and Intervention | For 2024-2025, 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 2024-2025, 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 2024-2025 the percent of students meeting ARD expectations will be at or above 90%. | Each grading period, students' progress on TEKS will be monitored and reviewed. | Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met. | Provide differentiated instruction to address learning needs of identified special needs students. |

| | | Goal | Description | Formative | Summative | Strategy |
|---|---|---|---|---|---|---|
| [X] | 7) | Highly Qualified Teacher | For 2024-2025, the percent of highly qualified teachers in the core academic areas will be at 100%. | At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress. | At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met. | Confer with teachers to implement a plan to ensure that they meet highly qualified standards. |
| [ ] | 8) | Secondary Drop–out Prevention | For 2024-2025, the dropout rate will be % or less with no student group exceeding %. | Each grading period, the documentation will be reviewed for students who have checked out of school. | The 2017-2018 drop-out data will be reviewed as information becomes available. | Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution. |
| [ ] | 9) | High School AEIS – Ninth Graders | The percent of 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 2024-2025, 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 2024-2025, the percent of students who have completed at least one advanced course will be at or above %. | Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed. | At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met. | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |
| [ ] | 12) | High School AEIS – Advanced Placement Exams | For 2024-2025, 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 2024-2025, 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 2024-2025, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %. | After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level. | STAAR results will be reviewed to determine if targets were met. | Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas. |

# CIP PART II: ASSURANCE ADDENDUM Section D

| | | |
|---|---|---|
| [X] | 1. | **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year. |
| [X] | 2. | **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts. |
| [X] | 3. | **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified. |
| [X] | 4. | **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff. |
| [X] | 5. | **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold. |
| [X] | 6. | **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs. |
| [X] | 7. | **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools) |
| [X] | 8. | **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues. |
| [X] | 9. | **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via info servweb 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. |

## 10 Components Of A Schoolwide Title I Program

1.  Comprehensive needs assessment
     Referenced in the Comprehensive Needs Assessment on page 2.

2.  Schoolwide reform strategies
     Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 5.

3.  Instruction by highly qualified staff
     Goal 1, Strategy 2; Goal 2, Strategies 1, 2, & 5; Goal 4, Strategy 1

4.  Professional development
     Goal 1, Strategy 2

5.  Parental Involvement
     Goal 1, Strategy 4; Goal 2, Strategy 5; Goal 3, Strategies 1-6; Goal 4, Strategy 3

6.  Transition from early childhood programs
     Goal 1, Strategy 3

7.  Effective, timely additional assistance
     Goal 1, Strategy 3

8.  Inclusion of teachers in the use of assessments
     Goal 1, Strategies 1 - 3

9.  Attracting highly qualified staff
     Goal 2

10. Coordination between programs
     Goal 1, Strategies 1 & 6; Goal 2, Strategy 2 & 5;Goal 3, Strategy 5;  Goal 4, Strategy 5