

2019-2020 CLYDE HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

Clyde High School Campus Improvement Plan

2019-2020 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde High School School conducted a comprehensive needs assessment for the 2019-2020 School Year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde High School include 40 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 81.7% White, 1.7% African American, 14.7% Hispanic, 0.2% Asian, and 0% Native American. Additionally, the campus serves 40.5% economically disadvantaged students, 10% special education students, and 0.5% Limited English Proficient students. Attendance rates include 95% African American, 95% Hispanic, 96% White, and 95% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our Writing Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:
2019 STAAR Data, 2019 EOC Data

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

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

STAAR EOC Scores tend to remain above the State Averages.

<u>EOC:</u>	<u>Approaches Grade</u>	<u>Meets Grade</u>	<u>Master's Grade</u>
	<u>Level</u>	<u>Level</u>	<u>Level</u>
**English I	64%	46%	12%
**English II	76%	54%	6%
**Algebra I	88%	56%	29%
**Biology	86%	58%	17%
**U.S. History	93%	72%	38%

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2019:

- Clyde High School Smart Goal 2018-2019: CISD District Initiative - English I students will increase Domain One Average by at least 10 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2020-2021 school year**.

	<u>2018 Scores</u>	<u>2019 Scores</u>		<u>2019 Scores</u>	<u>2020 Target Goal</u>	
• Algebra I	93%	88%	5 point decrease	88%	90 %	2 point increase
• Biology	88%	86%	2 point decrease	86%	90 %	4 point increase
• ELA I	65%	64%	1 point decrease	64%	68 %	4 point increase
• ELA II	73%	76%	3 point increase	76%	78 %	2 point increase
• U. S. History	93 %	93%	.2 point increase	93%	95 %	2 point increase

School Culture, Climate, and Organization

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

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

Campus Improvement Plan

Continue to work on and improve Staff turnover rate, student and parent surveys, student discipline reports

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

*Staff turnover generally higher than normal. Continue working and creating a staff bonding to keep our teachers as part of the Instructional Team.

Areas of need include:

- **10 New staff members**
 - **1 New Principal**
 - **1 New Band Director**
 - **1 New Math Instructor**

- **1 New Govt. / Economics Instructor / Asst. Boys Coach**
- **1 New Spanish Instructor**
- **2 New Agricultural Science Instructors**
- **2 New Science Instructors**
- **1 New Health Science Instructor**

Staff Quality, Recruitment, and Retention

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

- Campus Employment Rosters

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

- Clyde High School Staff had an increase in 10 new teachers for the 2019-2020 School Year. Notably the hiring of a new principal

Areas of need include:

- Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.
- Continue to be at the upper end of teacher's salaries in Region 14
- Retain our teachers and staff year after year.

Family and Community Involvement:

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

- Continue to Increase parent meeting attendance rates. Data has shown a solid increase in parent participation the last two years
- Continue to keep our parents and guardians informed of the happenings on our campus at CHS. CHS staff are using Social Media tools to better communicate with our students, and parents.
- Encourage our parents, guardians, and stakeholders to participate in the education process of their students by providing opportunities.

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

Areas of need include:

- Generally low participation in Academically related meetings but has increased and is improving. Academic Expectations are being communicated throughout the community and to the stakeholders. Continuing to communicate the academic expectations to our parents, community and stakeholders.

Clyde High School Campus Goals 2019-2020 School Year

1. Student academic performance on State and National Exams will reflect continuous improvement and excellence in learning.

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

Clyde High School Campus Improvement Plan

District Priority:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners.
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GOAL 1:	CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.
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Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.	Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	High School Principal	Spring 2020	Time, District Admin. Staff	August 2020 New Hires T-TESS Observation	Staff Schedules

Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers	Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	High School Principal	Spring 2020	Time, Teachers, Staff, District Admin Staff	August 2020	Teaching Certificates

<p>Strategy 3: Provide students with opportunities to prepare for and / improve performance on the ACT/SAT/PSAT. Update software in library computer lab. Provide student College Prep classes in English & Math for those students not meeting the TSI requirement for regular college classes. . Students have participated in and will continue to attend the ACT Prep Conference in the Fall 2018</p>	<p>Action Step: CHS students will be provided with a computer based ACT Prep program before taking the test.</p> <table border="1" data-bbox="520 142 1948 456"> <thead> <tr> <th data-bbox="520 142 795 241">Person(s) Responsible</th> <th data-bbox="795 142 1054 241">Timeline</th> <th data-bbox="1054 142 1474 241">Resources</th> <th data-bbox="1474 142 1734 241">Formative Evaluation</th> <th data-bbox="1734 142 1948 241">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 241 795 456">Acevedo, David Howard, Teresa; Atchison, Carrie; Broadfoot, Mindy</td> <td data-bbox="795 241 1054 456">Fall 2019 - Spring 2020</td> <td data-bbox="1054 241 1474 456">Student Participation, Time, Teachers, Supplies</td> <td data-bbox="1474 241 1734 456">October 2020 Computer Based Odyssey Software / College Prep Classes / ACT Workshop</td> <td data-bbox="1734 241 1948 456"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Howard, Teresa; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 - Spring 2020	Student Participation, Time, Teachers, Supplies	October 2020 Computer Based Odyssey Software / College Prep Classes / ACT Workshop	
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<p>Strategy 4: Accelerated Instruction will be used to prepare students for EOC testing in Algebra I, English I and English II, Biology and U.S. History. Enrichment Instruction is provided for student not meeting STAAR EOC standard in 8th grade.</p>	<p>Action Step: Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.</p> <table border="1" data-bbox="520 737 1948 1144"> <thead> <tr> <th data-bbox="520 737 795 836">Person(s) Responsible</th> <th data-bbox="795 737 1054 836">Timeline</th> <th data-bbox="1054 737 1474 836">Resources</th> <th data-bbox="1474 737 1734 836">Formative Evaluation</th> <th data-bbox="1734 737 1948 836">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 836 795 1144">Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Amelia Emery; Phyllis Graham; Debra Tucker; Christi Patton; Cathy Gerhart; Colby Rowley</td> <td data-bbox="795 836 1054 1144">Summer 2020 Fall 2019 - Spring 2020</td> <td data-bbox="1054 836 1474 1144">Time, Teachers, Supplies, Campus Admin Staff, FTE 1,2</td> <td data-bbox="1474 836 1734 1144">Fall 2019 Spring 2020 Student Daily Schedules or Mandatory Tutorials</td> <td data-bbox="1734 836 1948 1144">Students Schedules Teachers Teaching Schedules</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Amelia Emery; Phyllis Graham; Debra Tucker; Christi Patton; Cathy Gerhart; Colby Rowley	Summer 2020 Fall 2019 - Spring 2020	Time, Teachers, Supplies, Campus Admin Staff, FTE 1,2	Fall 2019 Spring 2020 Student Daily Schedules or Mandatory Tutorials	Students Schedules Teachers Teaching Schedules
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<p>Strategy 5: **Teachers will attend EOC staff</p>	<p>Action Step: Provide and communicate professional development opportunities to our campus teachers.</p>										

development available through ESC 14 and Clyde High School. Additional Targeted Assistance. August 2019 Teachers instructed Teachers in PD instructional topics. Teachers will complete all mandated trainings for certification .	<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>HS Principal</td> <td>Summer 2020 Spring 2020</td> <td>Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff</td> <td>June 2020 PD Certificates of Completion <ul style="list-style-type: none"> 12 Hours of PD required </td> <td>Certificates</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	HS Principal	Summer 2020 Spring 2020	Time, Teachers, Supplies, Parent Support, Outside Consultant, Guest Speaker, District Admin Staff, Campus Admin Staff	June 2020 PD Certificates of Completion <ul style="list-style-type: none"> 12 Hours of PD required 	Certificates
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<p>Strategy 6: Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony & Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. Students of the Month Recognition. State Qualifier Board Recognition</p>	<p>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p> <table border="1"> <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>HS Principal</td> <td>Summer 2019 Spring 2020</td> <td>Time, Teachers, Supplies, Campus Admin Staff</td> <td>Organized participation</td> <td>Certificates and Awards</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	HS Principal	Summer 2019 Spring 2020	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards
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<p>Strategy 7: Each ESL student will be monitored by a certified ESL instructor for individual assistance in academics and EOC remediation.</p>	<p>Action Step: Student will be monitored by an ESL Instructor and receive weekly instruction. Teachers will implement strategies in the classroom to support any ESL students learning. The LPAC committee will support the students, ESL Instructor, and classroom teacher to ensure student success.</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>Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Martinez, Olga</td> <td>Fall 2019 Spring 2020</td> <td>Time, Teachers, Supplies, Guest Speaker, Campus Admin Staff, 14 FTE</td> <td>August 2019 -May 2020</td> <td>ESL Planning and Instruction</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy; Martinez, Olga	Fall 2019 Spring 2020	Time, Teachers, Supplies, Guest Speaker, Campus Admin Staff, 14 FTE	August 2019 -May 2020	ESL Planning and Instruction
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<p>Strategy 8: Clyde High School will provide a Credit Recovery Program (LEAP) to aide students in graduating from Clyde High School. The program will be web based using Compass Learning Odyssey software. Documentation of credit earned will be used to measure the effectiveness of the program. Assessments created by staff will be utilized with the core subject courses in grades 9-12 and with the credit recovery program (LEAP).</p>	<p>Action Step: Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.</p> <table border="1"> <thead> <tr> <th data-bbox="520 297 791 394">Person(s) Responsible</th> <th data-bbox="791 297 1052 394">Timeline</th> <th data-bbox="1052 297 1478 394">Resources</th> <th data-bbox="1478 297 1734 394">Formative Evaluation</th> <th data-bbox="1734 297 1955 394">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 394 791 670">David Acevedo, Carrie Atchison Broadfoot, Mindy; Hooper, Debbie</td> <td data-bbox="791 394 1052 670">Fall 2019 Spring 2020</td> <td data-bbox="1052 394 1478 670">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, FTE 1.5, Agreement, 50,000 - SCE</td> <td data-bbox="1478 394 1734 670">August 2019 Students must apply for acceptance into LEAP Program and be approved by LEAP committee</td> <td data-bbox="1734 394 1955 670">Odysseyware Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison Broadfoot, Mindy; Hooper, Debbie	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, FTE 1.5, Agreement, 50,000 - SCE	August 2019 Students must apply for acceptance into LEAP Program and be approved by LEAP committee	Odysseyware Documentation
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<p>Strategy 9: Develop and administer Personal Graduation Plans (PGP) for students in grades 9-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in the ninth grade.</p>	<p>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1"> <thead> <tr> <th data-bbox="520 813 791 911">Person(s) Responsible</th> <th data-bbox="791 813 1052 911">Timeline</th> <th data-bbox="1052 813 1478 911">Resources</th> <th data-bbox="1478 813 1734 911">Formative Evaluation</th> <th data-bbox="1734 813 1955 911">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 911 791 1065">David Acevedo, Carrie Atchison Broadfoot, Mindy</td> <td data-bbox="791 911 1052 1065">Fall 2019 Spring 2020</td> <td data-bbox="1052 911 1478 1065">Time, Teachers, CAmpus Admin Staff</td> <td data-bbox="1478 911 1734 1065">October 2019 Counselors PGP with Students</td> <td data-bbox="1734 911 1955 1065">Completed by Counselors</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, CAmpus Admin Staff	October 2019 Counselors PGP with Students	Completed by Counselors
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<p>Strategy 10: Clyde High School will conduct multiple parent meetings concerning planning for</p>	<p>Action Step: Several meetings conducted concerning FAFSA, Scholarships, Application Procedures, and Career Opportunities .</p>										

college and career opportunities: FAFSA Fall 2018 - Spring 2018: Resource Fair April 2019 8th Grade Parent Night	<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>David Acevedo, Carrie Atchison Broadfoot, Mindy</td> <td>Fall 2019 Spring 2020</td> <td>Time, Staff</td> <td>August 2019</td> <td>Counselors Scheduling</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo, Carrie Atchison Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Staff	August 2019	Counselors Scheduling
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<p>Strategy 11: Clyde High School will provide a Peer Assistance and Leadership Program (PALS) with CBVI student participation.</p> <p>Action Step: Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>HS Principal HS PALS Coordinator</td> <td>Fall 2019 Spring 2020</td> <td>Time, Teachers, FTE 14</td> <td>August 2020 BackPack for Kids Program</td> <td>Scheduling and Organization</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	HS Principal HS PALS Coordinator	Fall 2019 Spring 2020	Time, Teachers, FTE 14	August 2020 BackPack for Kids Program	Scheduling and Organization	
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HS Principal HS PALS Coordinator	Fall 2019 Spring 2020	Time, Teachers, FTE 14	August 2020 BackPack for Kids Program	Scheduling and Organization							
<p>Strategy 12: Students that did not pass portions of the EOC (ELA, Math, Science, History) last year will be assigned to a EOC Remediation Class or Accelerated Instruction tutoring. Students not passing @ the Six Week Grading Period will be assigned mandatory Instructional Improvement Program.</p> <p>Action Step: Enrichment classes will be provided with instruction and a mandatory tutorial program implemented.</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>David Acevedo; Steve Cates: Atchison, Carrie; Broadfoot, Mindy</td> <td>Fall 2019 Spring 2020</td> <td>Time, Teachers, Supplies, Staff, District Coordinator, Campus Admin Staff, FTE 1.2</td> <td>August 2019 Student daily schedules or mandatory tutorials</td> <td>Student Scheduling Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	David Acevedo; Steve Cates: Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, Supplies, Staff, District Coordinator, Campus Admin Staff, FTE 1.2	August 2019 Student daily schedules or mandatory tutorials	Student Scheduling Master Schedule	
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<p>Strategy 13: Inform parents and public</p> <p>Action Step: CHS will communicate necessary information to parents in multiple ways.</p>											

through SchoolWay, Twitter, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Blogs, Parent Meetings, and Newsletters, and other electronic formats concerning Career / College opportunities.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, Campus Admin Staff	August 2020	Communication , Scheduling and Posting

Goal 2:	Provide for leadership development for the board, administration, and staff which will create cohesive, productive and trusting relationship which will positively affect student performance.				
Strategy 1: As an introduction to Drug Testing program Clyde High School through an attached Video Link on the Clyde CISD Web Page	Action Step: Created a link on Clyde ISD web page concerning FNF Local Drug Testing Program.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	HS Principal Cates, Steve	Fall 2019 Spring 2020	Time, Campus Admin Staff	October 2019 Attached Link on Web Page	Scheduling and Documentation
Strategy 2: Continue usage of available instructional tools to help students reach their full academic achievement.	Action Step: CHS will continue to use our Unit Assessments, Enrichment classes, Tutorials, and Summer School instruction.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	David Acevedo; Kinslow, Paula; Burson, Angela	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2019 Staff Development (Teachers	Implementation of Instructional Tools

				Teaching Teachers) PLC Agenda										
Strategy 3: Expand and evaluate Summer School program and Unit Data Review at Clyde High School. Evaluate our Accelerated Instruction for STAAR EOC students.	Action Step: Teacher and Administrators will participate together in Summer Data Day reviews and core EOC, PLC meetings. Tested areas will meet weekly in PLC Meetings.													
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Strategy 4: Continue use of rigorous assessments with online credit recovery/acceleration program to ensure depth of student learning and success on State Assessments.	Action Step: Unit Assessment in EOC tested subjects.. Continue Credit Recovery LEAP Program for student success.													
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Strategy 5: Clyde High School will continue a campus based Crime Stoppers Program.	Action Step: Students will be provided an opportunity to participate in the Crime Stoppers Program.													
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	Cates, Steve	Spring 2020	Staff		and Documentation					
Strategy 6: Clyde High School will continue a random student Drug Testing program in the 2018-2019 School Year.	Action Step: Drug testing program with Drug Screen Compliance, San Angelo, Texas.									
	<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>Acevedo, David</td> <td>Fall 2019 Spring 2020</td> <td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.</td> <td>August 2019 Drug Screen Compliance San Angelo, Texas</td> <td>Scheduling, Participation, Organization, and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.	August 2019 Drug Screen Compliance San Angelo, Texas
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Acevedo, David	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Outside Consultant, \$8500.	August 2019 Drug Screen Compliance San Angelo, Texas	Scheduling, Participation, Organization, and Documentation						
Strategy 7: The Campus Code of Conduct will be followed / enforced to ensure a safe learning environment.	Action Step: Administration will support our teachers, enforce our Campus Code of Conduct and hold our students accountable.									
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Acevedo, David; Cates. Steve Staff	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2019 Participation	PEIMS						
Strategy 8: Continue to update district website, utilize automated phone system, and marquees, Parent Square, Twitter, Facebook, Blogs as needed to inform community and parents of upcoming events.	Action Step: Continue communicating with stakeholders.									
	<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>Acevedo, David</td> <td>Fall 2019 Spring 2020</td> <td>Technology Department</td> <td>August 2019</td> <td>Communication, Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David	Fall 2019 Spring 2020	Technology Department	August 2019
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented						
Acevedo, David	Fall 2019 Spring 2020	Technology Department	August 2019	Communication, Documentation						

					and Implementation
<p>Strategy 9: Teachers and students use an additional instructional tool for remedial instruction in Algebra I / English I & II classes as a supportive instructional tool. Researching programs as of 10-10-18.</p> <p>*Teachers and Students participating in Accelerated Instruction in English / Reading Enrichment, English / Reading Tutoring and English classes to help students academic achievement. ** PBMAS and Additional Targeted Support.</p>	<p>Action Step: Provide support for teachers in the use of an additional program for remedial instruction.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Acevedo, David; Kingston, Misti; Christi Patton: Blair Matos; Michael Waggoner: Michelle Howard: Amelia Emery, Ashley Williams, Phyllis Graham,</p>	<p>Summer 2019 Fall 2019 Spring 2020</p>	<p>Call to find cost, Time, Teachers</p>	<p>August 2019 State Assessment Data</p>	<p>CISD Writing Portfolio Framework Resources</p> <p>Increased Assessments For Data Analysis</p>
<p>Strategy 10: Improve student participation in UIL Academics. Student and teacher participation has increased with Regional and State Advancement the last four years. Provide incentives for teachers to coach UIL events and increase success. Motivate and communicate to</p>	<p>Action Step: Provide incentives for teachers to coach UIL events and increase success.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Acevedo, David; Howard, Teresa</p>	<p>Fall 2019 Spring 2020</p>	<p>Time, Teachers, Staff, District Administrative Staff</p>	<p>Participation</p>	<p>Scheduling, Documentation of Practice, Participation,</p>

<p>our students the expectations CHS has concerning Academic Achievement.</p>	
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<p>Goal 3:</p>	<p>Implement a rigorous, comprehensive, and aligned curriculum (vertical and horizontal) offering guidance and courses leading to career pathways and post graduate success.</p>				
<p>Strategy 1: Instructional In depth use of TEKS Resource System Curriculum, specifically the IFD and YAG documents and assessments routinely to measure student improvement and mastery of material.</p>	<p>Action Step: H.S. teachers will continue to use the TEKS resource system IFD and YAG as an instructional tool for academic achievement.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Acevedo, David; Cates, Steve</p>	<p>Fall 2019 Spring 2020</p>	<p>Time Teachers</p>	<p>August 2019 Participation Unit / Benchmark Assessments</p>	<p>Professional Development</p>
<p>Strategy 2: Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements.</p>	<p>Action Step: All teachers will sign the acceptable use policy along with participate in staff development in technology.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Acevedo, David; Ron Nelson</p>	<p>Fall 2019 Spring 2020</p>	<p>Time, Teachers, Supplies, Staff, School Library, Outside Consultant, District Coordinator, Campus</p>	<p>August 2019 PD</p>	<p>Technology Training Documentation</p>

<p>Among the options for teacher use: mobile chromebook carts, projectors, mimio boards, document cameras and the V-Brick system.</p>			<p>Admin Staff, Computers.</p>		
<p>Strategy 3: Clyde High School will provide for a CBVI (Community Based Vocational Education) to be provided for vocational instruction for special needs students. Love and Care Ministries, United Supermarket, Goodwill, Abilene Recycling, Clyde Super Clean Car Wash, Continue to search for local opportunities to implement our CBVI / CBVE Program.</p>	<p>Action Step: CBVI students will continue to participate in the program at Love and Care Ministry, United Supermarket, Goodwill, Abilene Recycling Location, Clyde Car Wash (Care of School Vehicles) developing work and social skills.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Acevedo, David; Davis, Brian SPED Department</p>	<p>Fall 2019 Spring 2020</p>	<p>Time, Teachers, School Library, Outside Consultant, Guest Speaker, District Coordinator, District Admin Staff, Campus Admin Staff, Computers.</p>	<p>August 2019 Participation</p>	<p>Master Schedule</p>	
<p>Strategy 4: Provide Educational Services, Compensatory Education Home Instruction and Counseling Services.</p>	<p>Action Step: CHS, our counselors and staff will continue to provide homebound instruction and counseling services to those students in need.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Atchison, Carrie; Broadfoot, Mindy</p>	<p>Fall 2019 Spring 2020</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>August 2019 Participation</p>	<p>Scheduling and Assigning Teachers</p>	
<p>Strategy 5: Expand Dual Credit offered</p>	<p>Action Step: CHS will continue to offer and meet the needs of our dual credit students to receive college credit.</p>				

<p>courses at the HS, to include Government / Economics, Psychology/ Sociology, Algebra II / English IV, Anatomy / Psychology, Biology, Law Enforcement - Criminal Justice / Welding / Spanish III.</p> <p>During the Fall 2019 / Spring 2020 CHS students are provided an Online Dual Credit Lab seven periods during the school day. Students take numerous online dual credit classes.</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>Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy</td> <td>Fall 2019 Spring 2020</td> <td>Time, Teachers, CJC, On-Line, Staff</td> <td>June 2020 Participation</td> <td>Student Scheduling Teacher Schedules</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, CJC, On-Line, Staff	June 2020 Participation	Student Scheduling Teacher Schedules
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented						
Kinslow, Paula; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, CJC, On-Line, Staff	June 2020 Participation	Student Scheduling Teacher Schedules							
<p>Strategy 6: Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.</p>	<p>Action Step: CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS.</p> <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>Acevedo, David; Atchison, Carrie; Broadfoot, Mindy</td> <td>Fall 2019 Spring 2020</td> <td>Time, Library, Computer Lab</td> <td>August 2019 Technology Participation</td> <td>Student Registration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Library, Computer Lab	August 2019 Technology Participation	Student Registration
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Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Library, Computer Lab	August 2019 Technology Participation	Student Registration							
<p>Strategy 7: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2019-2020 school year.</p>	<p>Action Step: CHS will provide Law Enforcement I and II along with Principal of Law Classes. Coordinating with Chief Dalton of the Clyde Police Department.</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>Acevedo, David; Dalton, Robert</td> <td>Fall 2019 Spring 2020</td> <td>Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000</td> <td>August 2019</td> <td>Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Dalton, Robert	Fall 2019 Spring 2020	Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000	August 2019	Master Schedule
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Acevedo, David; Dalton, Robert	Fall 2019 Spring 2020	Time, Staff, Dist Admin Staff, Campus Admin Staff, \$1000	August 2019	Master Schedule							

<p>Strategy 8: Clyde High School will continue to provide CTE classes in Health Science Technology, Agriculture Science, Business, Engineering & Robotics, Law Enforcement, Hospitality Tourism and Human Resources. Students can receive certifications in CNA and Pharmacy Tech, Phlebotomy, Rig Pass</p>	<p>Action Step: At CHS our HST courses are designed to prepare students for entry- level career opportunities in the fields of Health Care and Health Related Services.</p> <table border="1" data-bbox="495 233 1927 516"> <thead> <tr> <th data-bbox="495 233 762 334">Person(s) Responsible</th> <th data-bbox="768 233 1152 334">Timeline</th> <th data-bbox="1159 233 1451 334">Resources</th> <th data-bbox="1457 233 1709 334">Formative Evaluation</th> <th data-bbox="1715 233 1927 334">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 339 762 516">Acevedo, David; Walker, Sondra</td> <td data-bbox="768 339 1152 516">Fall 2019 Spring 2020</td> <td data-bbox="1159 339 1451 516">Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)</td> <td data-bbox="1457 339 1709 516">August 2019 Participation</td> <td data-bbox="1715 339 1927 516">Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Walker, Sondra	Fall 2019 Spring 2020	Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)	August 2019 Participation	Master Schedule
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Acevedo, David; Walker, Sondra	Fall 2019 Spring 2020	Time, Teachers, Nurse, Dist Admin Staff, Campus Admin Staff, \$2000. (estimate)	August 2019 Participation	Master Schedule							
<p>Strategy 9: Teachers will increase their use of technology in the classroom and meet the SBEC proficiency standard by the end of the 2019-2020 school year. Provide classrooms and student access to mobile chromebook carts and chromebook check out procedures for interactive instruction. Created an additional computer lab with a mobile chromebook cart in the DL Lab. Encourage ongoing professional development utilizing District Technology Staff and ESC14</p>	<p>Action Step: Encourage ongoing professional development utilizing district technology staff and ESC 14.</p> <table border="1" data-bbox="495 630 1927 912"> <thead> <tr> <th data-bbox="495 630 762 730">Person(s) Responsible</th> <th data-bbox="768 630 1152 730">Timeline</th> <th data-bbox="1159 630 1451 730">Resources</th> <th data-bbox="1457 630 1709 730">Formative Evaluation</th> <th data-bbox="1715 630 1927 730">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 735 762 912">Acevedo, David Neal, Mike McGuire, Paul Burson, Angela</td> <td data-bbox="768 735 1152 912">Fall 2019 Spring 2020</td> <td data-bbox="1159 735 1451 912">Time, Teachers, District Coordinator, Campus Admin Staff, Computers, InfoSource</td> <td data-bbox="1457 735 1709 912">2019 PD with Technology Department</td> <td data-bbox="1715 735 1927 912">Technology Training Certification</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Neal, Mike McGuire, Paul Burson, Angela	Fall 2019 Spring 2020	Time, Teachers, District Coordinator, Campus Admin Staff, Computers, InfoSource	2019 PD with Technology Department	Technology Training Certification
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David Neal, Mike McGuire, Paul Burson, Angela	Fall 2019 Spring 2020	Time, Teachers, District Coordinator, Campus Admin Staff, Computers, InfoSource	2019 PD with Technology Department	Technology Training Certification							

<p>Strategy 10: Clyde will continue a comprehensive Benchmark testing program in all core classes in the 2019-2020 school year. Benchmarks in Algebra I / Biology / U.S. History in November. ELA I & II Benchmark Testing in January. Unit Assessment - Core Subjects / STAAR Tested Subjects - Math, Science, English, Social Studies. ** Additional Targeted Support.</p>	Action Step: Utilize Eduphoria Unit Assessments through Aware and create our data to increase student achievement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David; Atchison, Carrie; Broadfoot, Mindy	Fall 2019 Spring 2020	Time, Teachers, Staff, Campus Admin Staff	Evaluate 5-6 weeks Unit Assessments.	Implementation of Benchmark Plan

Goal 4:	Clyde CISD will implement strategies at both the district and campus levels to meet state and federal accountability standards as well as use proper fiscal procedures to maximize efficiency, explore and purchase innovative resource opportunities.
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<p>Strategy 1: Increase Advanced Academic Achievement performance and Attendance in all subjects and grade levels.</p>	Action Step: Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David; Kinslow, Paula	Fall 2019 Spring 2020	Time, Teachers and Administration	August 2019 Enrichment classes, Tutorials/Unit Assessments	Progress Monitoring

<p>Strategy 2: Determine measurable goals for Economically</p>	Action Step: Campus Administration will attend applicable professional development workshops and continue memberships in state professional organizations. (TASSP)				
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Disadvantaged and Special Education performance in ELA and Math. Improve to 92% in Algebra I and 61 % in ELA I and 72 % in ELA II./ 92% in Biology and 100% in U.S. History.	<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>Acevedo, David Staff</td> <td>Fall 2019 Spring 2020</td> <td>PLC Meetings, Teachers, Campus Administration</td> <td>June/July 2019 PLC Data Review</td> <td>Participation Instruction Progress Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Staff	Fall 2019 Spring 2020	PLC Meetings, Teachers, Campus Administration	June/July 2019 PLC Data Review	Participation Instruction Progress Monitoring
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented						
Acevedo, David Staff	Fall 2019 Spring 2020	PLC Meetings, Teachers, Campus Administration	June/July 2019 PLC Data Review	Participation Instruction Progress Monitoring							
<p>Strategy 3: Disaggregate data / collaborate about instructional strategies to help improve student academic achievement in our PLC meetings. In PLC / Data meetings rank our TEKS by objectives, ranking them from weakest to strongest looking for areas of immediate and systemic change.</p>	<p>Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.</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>Acevedo, David; Kinslow, Paula Burson, Angela</td> <td>Summer 2019 Fall 2019 Spring 2020</td> <td>PLC Meetings, Summer Data Days, Teachers, Campus Administration</td> <td>June/July 2019 PLC Data days</td> <td>PLC Scheduling and Teacher Collaboration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula Burson, Angela	Summer 2019 Fall 2019 Spring 2020	PLC Meetings, Summer Data Days, Teachers, Campus Administration	June/July 2019 PLC Data days	PLC Scheduling and Teacher Collaboration
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula Burson, Angela	Summer 2019 Fall 2019 Spring 2020	PLC Meetings, Summer Data Days, Teachers, Campus Administration	June/July 2019 PLC Data days	PLC Scheduling and Teacher Collaboration							
<p>Strategy 4: Evaluate tutorial program and change the focus of these programs which will change student outcomes. All students not passing a class @ the six week grading period will be placed in mandatory instructional improvement sessions. Reward students at the 3 week grading period to be dismissed from tutorials when passing. Utilize our staff during tutorials to meet</p>	<p>Action Step: Tutorial Program Monday - Thursday from 7:45 - 8:12 a.m. Mandatory for students not passing.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Acevedo, David; Kinslow, Paula Cates, Steve</td> <td>Fall 2019 Spring 2020</td> <td>Comp Ed funds, local funds</td> <td>August 2019 Mandatory tutorials participation</td> <td>Scheduling Monitoring</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David; Kinslow, Paula Cates, Steve	Fall 2019 Spring 2020	Comp Ed funds, local funds	August 2019 Mandatory tutorials participation	Scheduling Monitoring
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Acevedo, David; Kinslow, Paula Cates, Steve	Fall 2019 Spring 2020	Comp Ed funds, local funds	August 2019 Mandatory tutorials participation	Scheduling Monitoring							

<p>the needs of our students. **PBMAS Additional Targeted Support.</p>															
<p>Strategy 5: Disaggregate student data from Spring 2019 for planning individual student and classroom strategies. Summer Data Days. Disaggregate student Data Reports from Unit Assessments in STAAR Tested EOC areas throughout the 2019-2020 School Year.</p>	<p>Action Step: Tutorial Program Monday - Thursday from 7:40 - 8:00 a.m. and 3:30-3:45 pm. Mandatory for students not passing.</p>														
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Acevedo, David;	Summer 2019 Fall 2019 Spring 2020	Time, Teachers, District Admin Staff, Campus Admin Staff, \$900	June/July/August 2019 PLC Data / Teachers PD Days	Professional Development PLC Meetings											
<p>Strategy 6: Clyde High School teachers will implement the TEKS and be held accountable for student mastery of the State and Federal Objectives. Administration and Staff work together to plan for our students to be successful concerning State and Federal Accountability.</p>	<p>Action Step: TEKS are the students that our teachers will use to instruct our students. They detail the curriculum requirements for every course taught.</p>														
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Acevedo, David	Fall 2019 Spring 2020	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	August 2019 Participation	Monitoring											
<p>Strategy 7: Clyde High School will provide each freshman with a full-year course on Teen Leadership during the 2019-2020 School Year.</p>	<p>Action Step: The Teen Leadership instruction will address leadership democracy and citizenship as our students grow and mature.</p>														
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Acevedo, David	Fall 2019	Time, Teachers, FTE	August 2019	Master											

	Robinson, Gigi	Spring 2020	\$3000	Student schedules	Schedule
<p>Strategy 8: Provide professional Staff Development in Writing (English Teachers) and Implement Critical Writing across all curriculum areas with an emphasis on short answer questions. Teachers in all subjects will provide multiple opportunities for student to write in all classrooms along with reading and comprehension skills. ELA instructors participated in the Writing Academy Aug. 2019. Implement writing program and resources into instructional strategies. *PBMAS Additional Targeted Support.</p>	<p>Action Step: Encourage our staff to implement writing across all curriculum areas at CHS. Assign short critical writing assignments.</p>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David; Graham, Phyllis; Emery, Amelia Howard, Michelle Williams, Ashley / Staff	Fall 2019 Spring 2020	Time, All Teachers	Participation.	Implementation of CISD Writing Portfolio Framework
<p>Strategy 9: (11) Provide our students with the most up to date programs, materials, resources, equipment and supplies for instructional enrichment, support and academic achievement.</p>	<p>Action Step: Allow our instructors to purchase the proper instructional materials so that our students educational academic needs are being met.</p>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Cates, Steve Staff	Fall 2019 Spring 2020	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Instructional Resources
<p>Strategy 10: (36)</p>	<p>Action Step: Allow coaches, sponsors, instructors, directors to purchase the proper equipment so that our students' needs</p>				

Provide our students and athletes with the most up to date certified equipment, materials, resources, and supplies to meet with competitive needs.	are being met.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Cates, Steve Staff	Fall 2019 Spring 2020	Time, All Teachers	Participation Pre-Acquisition Forms	Purchasing of Equipment
Strategy 11: **Make sure our English I &II and Algebra I students are attending tutorials. ** Promote a Saturday Fun Math / Science Bootcamp for enrichment: Science / Math instruction with prizes. ** Implement a Pull Out Program during the Fall & Spring Semester for once a week enrichment instruction in Math & Science ** Identify struggling students and place them in one of our EOC Enrichment Classes for instruction. * Participation in Algebra I, Biology, U.S. History, ELA I & ELA II Benchmarks in November and January. These Benchmarks will be created by teachers / administrators that do not teach the content tested areas. * Have our students participate in a Full Length	Action Step: Help our students meet the Federal Safeguards in Math				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Acevedo, David Cates, Steve Staff	Fall 2019 Spring 2020	Time, All Teachers	Spring 2019	Monitoring Camp Organization and Participation

<p>Benchmark Assessment / and Unit Assessment to gather the data of struggling students and present remediation instruction.</p>						
<p>Strategy 12:</p> <p>** Implement opportunities for our students to read for enjoyment.</p> <p>** Campus Read - Pass Assessment - Reward Students</p> <p>** Engage our students in Annotating a Text</p> <p>** Cross Curriculum Reading and Writing opportunities.</p> <p>** Research Reading Program to fill in the gaps.</p>	<p>Action Step: Help our students meet the Federal Safeguards in Reading</p>					
		<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Acevedo, David Cates, Steve Staff</p>		<p>Fall 2019 Spring 2020</p>	<p>Time, All Teachers</p>	<p>Fall 2019 Spring 2020</p>	<p>Scheduling and Participation</p>	

<p>Goal 5:</p>	<p>Improve instructional leadership which in turn improves morale and motivation for all employees.</p>					
<p>Strategy 1:</p> <p>Weekly Administrative team meetings to monitor needs of campus. Instructional Walk-Throughs. Facilitating Halls w/ teachers and creating relationships with staff.</p>	<p>Action Step: Meet weekly with campus and bi-weekly with district administration to grow, plan and meet the needs of students and staff.</p>					
		<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Administration, Principals, Assistant Principals</p>		<p>Fall 2019 Spring 2020</p>	<p>Time, Administrators</p>	<p>August 2019 June 2020.</p>	<p>Scheduling and Collaborative Participation</p>	

<p>Strategy 2: Administrative staff will participate in instructional leadership opportunities to improve performance. PEP (Principals Encouraging Principals) Conference / RAC (Regional Advisory Committee). TASSP State Organization Membership and Conference. TASSP Law Conference.</p>	<p>Action Step: Campus Administration will attend applicable professional development workshops and continue memberships in state professional organizations. (TASSP)</p> <table border="1" data-bbox="495 172 1929 427"> <thead> <tr> <th data-bbox="495 172 762 272">Person(s) Responsible</th> <th data-bbox="762 172 1155 272">Timeline</th> <th data-bbox="1155 172 1451 272">Resources</th> <th data-bbox="1451 172 1711 272">Formative Evaluation</th> <th data-bbox="1711 172 1929 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 272 762 427">Acevedo, David Steve Cates</td> <td data-bbox="762 272 1155 427">Summer 2019 Fall 2019 Summer 2020</td> <td data-bbox="1155 272 1451 427">Time, TASSP Organization, Region 14 Service Center</td> <td data-bbox="1451 272 1711 427">Summer 2019 Fall 2019 Spring 2020</td> <td data-bbox="1711 272 1929 427">Professional Development and Certifications</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Steve Cates	Summer 2019 Fall 2019 Summer 2020	Time, TASSP Organization, Region 14 Service Center	Summer 2019 Fall 2019 Spring 2020	Professional Development and Certifications
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Acevedo, David Steve Cates	Summer 2019 Fall 2019 Summer 2020	Time, TASSP Organization, Region 14 Service Center	Summer 2019 Fall 2019 Spring 2020	Professional Development and Certifications							
<p>Strategy 3: Clyde High School employees will be held accountable for Professional Performance and Conduct. Documentation through use of District approved T-TESS Appraisal System will be used to commend performance, to facilitate improvement of performance, or if necessary to prepare for non renewal or termination.</p>	<p>Action Step: All teachers will participate in the T-TESS Evaluation process. Administrators will conduct classroom walkthroughs and observations during the school year.</p> <table border="1" data-bbox="495 566 1929 821"> <thead> <tr> <th data-bbox="495 566 762 667">Person(s) Responsible</th> <th data-bbox="762 566 1155 667">Timeline</th> <th data-bbox="1155 566 1451 667">Resources</th> <th data-bbox="1451 566 1711 667">Formative Evaluation</th> <th data-bbox="1711 566 1929 667">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 667 762 821">Acevedo, David Steve Cates</td> <td data-bbox="762 667 1155 821">Fall 2019 Spring 2020</td> <td data-bbox="1155 667 1451 821">Class Observations, Walk-Throughs, Summative Conferences</td> <td data-bbox="1451 667 1711 821">September 9th 2019 through April 1st 2020.</td> <td data-bbox="1711 667 1929 821">T-TESS & T-PESS Evaluations and Process</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Acevedo, David Steve Cates	Fall 2019 Spring 2020	Class Observations, Walk-Throughs, Summative Conferences	September 9th 2019 through April 1st 2020.	T-TESS & T-PESS Evaluations and Process
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CIP PART II: ASSURANCE ADDENDUM

**Clyde High School School
David Acevedo, Principal
2019-2020 Campus Improvement Plan
Clyde Cons. Independent School District**

Section A

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

<input checked="" type="checkbox"/>	Clyde High School School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input checked="" type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input checked="" type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

<input checked="" type="checkbox"/> Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input type="checkbox"/> Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/> IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
David Acevedo	Principal - Chairperson
Carrie Atchison	Counselor
Courtney Metcalf	Teacher
Amelia Emery	Teacher
Jennifer Warren	Teacher
Scott Campbell	AD
	Parent
	Parent
Megan Howe	Community Member

CPOC Meetings for 2019-2020		
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
[X] 1) STAAR Recognized or Exemplary	For 2019-2020, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Advanced Academic Achievement Performance	For 2019-2020, 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 2019-2020, 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 2019-2020 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 2019-2020, 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 2019-2020, 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 2019-2020 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[X]	8) Secondary Dropout Prevention	For 2019-2020, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2015-2016 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[X]	9) High School AEIS – Ninth Graders	The percent of 2019-2020 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100 %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

[X]	10) Recommended High School Program	For 2019-2020, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	11) High School AEIS – Advanced Courses and Dual Credit	For 2019-2020, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	12) High School AEIS – Advanced Placement Exams	For 2019-2020, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	13) High School AEIS – SAT/ACT Exams	For 2019-2020, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[X]	14) High School CTE	For 2019-2020, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

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

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| <p>[X] 9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.</p> |
| <p>[X] 10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.</p> |

