

2019-2020 Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2019-2020 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 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 Junior High School includes 25 teachers, 9 paraprofessionals, 1 counselor, one half day nurse, and 2 administrators. The student population was 81.5% White, 1.2% African American, 15.8% Hispanic, 0.0% Asian, 0% American Indian, and 1.5% Two or More Races. Additionally, the campus serves 45.2% economically disadvantaged students, 10.5% special education students (SPED), and 0.3% English Language Learners. Attendance rates include: 94.2% Hispanic, 96.1% White, 95.1% economically disadvantaged and 94.7% SPED. The most current data indicate the campus has a 14% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2017-18), 2018 STAAR Accountability Ratings, Information from Campus Site based team from the spring 2019 meeting.

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

The largest special population group is Economically Disadvantaged (EcoDis). Populations of African American, Hispanic and Two-or-more races all increased indicating an increase in the diversity of the student population. Furthermore, there were more students who moved into the district from out of state when compared to the previous two years. The attendance rates were stable across all populations with only exhibiting minor variations in regards to percentages.

Areas of need include:

Increasing enrollment numbers in conjunction with higher numbers of students requiring enrichment based upon STAAR data will require restructuring of the campus master schedule. Furthermore, existing and new programs geared toward student growth should be evaluated for overall efficiency regarding how they are implemented into the master schedule and for overall effectiveness as measured by student growth. Attendance is an area for improvement for all groups of students, with a focus on minority groups. Accurate reporting numbers are needed prior to October snapshot date for TEA to establish a more realistic baseline of Free and Reduced lunch eligibility for accountability purposes with TEA.

Student Achievement

The following data was reviewed in relation to Student achievement: STAAR, PBMAS and Unit Assessment data from 2018-2019

Upon review of this data, several findings were noted. There were noted improvements for 8th grade social studies when compared to the prior year, yet still room for growth relative to the regional and state scores. 6th Grade ELA (Reading) was an area of concern due to lower numbers of students passing and those who regressed. Writing scores also showed a decrease of 6% on average (Domain 1). Student growth for all performance levels, all groups, and sub-populations will be a focus for the 2019-20 school year, specifically in the area of Domain III, Reading Growth for All students, White students, and Economically Disadvantaged students.

Smart Goals for the 2018-19 School Year:

Mathematics

- Students will be at 4% average above the state for meets level performance on 2019 STAAR.
- All readiness TEKS will be at 50% or higher on 2019 STAAR.
- Students will have a combined average of at least 85% approaches (for 6th, 7th, and 8th Grade).

English Language Arts Reading

- ELAR - Student performance will be 5% higher than 2018-19 for Domain I average for each grade level (Goal: 6th – 38%, 7th – 57%, 8th – 50%)
- Writing - Student performance in Domain I average will increase by 5% over 2018-19 scores (Goal: 44%).

Science

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 18% by May 2020.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 74% by May 2020.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2020.

Social Studies

- Raise the Approaches Level percent for all students to 67% by May 2020.
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous year's results) for approaches level by May 2020.
- Raise the Masters level in 8th grade History to at least 14% by May 2020.

School Culture, Climate, and Organization

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

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

Student discipline referrals increased relative to 2017-2018 school year, however further analysis indicated the majority of the placements were from students who had high mobility rates and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continues to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect; a campus level discipline committee was formed in 2018-19 which made modifications to the structure and nature of the campus discipline plan. We continue to see a need for more parent involvement and student accountability, specifically in the area of academics.

Areas of need include:

Develop interest for a Parent/Teacher Organization or explore the potential for a Parent Lighthouse Team to help increase parental involvement.

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

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

Teachers and administrators continue to take a more proactive approach to student behavior management. This should include ongoing training that addresses student emotional and behavior supports.

Increase student attendance rates campus wide and for targeted students who persistently struggle with attendance.

Staff Quality, Recruitment, and Retention

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

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

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

CJH saw 7 professional educators (5 teachers, 2 coaches) leave at the end of 2018-19 school year. Of the 5 teachers one retired and one was a promotion. All teachers were highly qualified for the 2018 - 2019 school year.

Areas of need include:

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

Continue to build our climate rewards and recognition programs that we started in 2018-2019 in an effort to increase staff morale.

Continue to work on increasing salaries or giving back days through calendar adjustment (DOI) at the district level.

Explore ideas to market and attract highly qualified teachers to the district.

Clyde Junior High School Campus Improvement Plan

Highlights address areas of Targeted Improvement Plan

District Priority:	Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.
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GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in all academic Leadership, and extracurricular areas.				
Strategy 1: Hire highly qualified staff	Action Step(s): We will provide processes to interview and select highly qualified educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum	Spring 2020 - August 2020	Time	T-TESS Observations	
Strategy 2: Recruit highly qualified candidates	Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum & Paula Kinslow	Spring 2020	Time & District Budget	T-TESS Observations	
Strategy 3: Retain highly qualified educators	Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale including a climate committee who will be responsible for staff activities, lunches, etc. We will foster a growth mind-set environment through T-TESS and PLC's.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum	2019-2020	Time, Activity and District Budget	Retention Rates	

<p>Strategy 4:</p> <p>Provide ongoing PD to increase effectiveness of educators and staff. Use of Staff meetings for CEU credit hours.</p>	<p>Action Step(s): We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.</p> <table border="1" data-bbox="514 170 1953 365"> <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>Jared Duncum</td> <td>2019-2020</td> <td>Time</td> <td>Unit Assessments and STAAR results</td> <td>Staff meeting Agendas</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum	2019-2020	Time	Unit Assessments and STAAR results	Staff meeting Agendas
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Jared Duncum	2019-2020	Time	Unit Assessments and STAAR results	Staff meeting Agendas							
<p>Strategy 5:</p> <p>Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students</p>	<p>Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional resources and materials.</p> <table border="1" data-bbox="514 488 1953 683"> <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>Jared Duncum and Deborah Joeris</td> <td>2019-2020</td> <td>Time, Activity and Campus Budgets</td> <td>Budget Reports</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum and Deborah Joeris	2019-2020	Time, Activity and Campus Budgets	Budget Reports	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jared Duncum and Deborah Joeris	2019-2020	Time, Activity and Campus Budgets	Budget Reports								
<p>Strategy 6:</p> <p>All teachers will use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement new curriculum with a focus on overlapping TEKS for the 2019-20 school year. Writing Teachers will access Writing Consumable (from EMC) for Curriculum guide and resources.</p>	<p>Action Step(s): We will use the TEKS Resource System for our Scope and Sequence, Year at a Glance, Instructional Focus Documents and Unit Assessments (progress monitoring).</p> <table border="1" data-bbox="514 773 1953 967"> <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>Jared Duncum and Paula Kinslow</td> <td>2019-2020</td> <td>District Budget</td> <td>Unit Assessments & Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum and Paula Kinslow	2019-2020	District Budget	Unit Assessments & Observations	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jared Duncum and Paula Kinslow	2019-2020	District Budget	Unit Assessments & Observations								

Goal 2:	Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.				
Strategy 1: Provide professional development that will encourage and enhance high quality instruction	Action Step(s): We will utilize existing talent within the district, ESC 14, surrounding districts, and other research based strategies to address any identified areas of need determined in weekly PLC meetings.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jared Duncum and Paula Kinslow		2019-2020	District Budget	T-TESS observations and Unit Assessments	
Strategy 2: Provide time and support for MAPS implementation and growth testing for all students	Action Step(s): We will provide time through scheduling for all students to test (3 times per year), and support for teachers to proctor the exams and understand how the student learning reports can be used to drive instruction in the classroom.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jared Duncum		2019 - 2020	District Budget, Master Schedule, Homeroom Schedule	Student Growth tracking through MAPS	
Strategy 3: Provide PD and strategies for all teachers to use in an effort to achieve academic growth for students identified as white and/or economically disadvantaged.	Action Step(s): We will utilize PLC meetings and ESC 14 PD offerings to build a better understanding of our low SES students and how to effectively promote learning among these specific groups.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jared Duncum and Paul Kinslow		2019-2020	Time and District Budget	unit assessments and daily grades	
Strategy 4: Clyde JH will utilize The Leader in Me curriculum to teach students the importance of making academic and personal goal setting a priority.	Action Step(s): Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals and tracking goals through a physical portfolio.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jared Duncum & The Lighthouse Committee		Fall and Spring 2019-2020	The Leader in Me Grant	Leadership Events and meeting agendas	

<p>Strategy 5:</p> <p>Provide time for weekly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices</p>	<p>Action Step(s): We will meet with all content teachers at least once a week to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.</p> <table border="1" data-bbox="495 172 1927 365"> <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>Jared Duncum and Content Teachers</td> <td>2019-2020</td> <td>Time and Campus Budget</td> <td>unit assessments and T-TESS</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum and Content Teachers	2019-2020	Time and Campus Budget	unit assessments and T-TESS	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jared Duncum and Content Teachers	2019-2020	Time and Campus Budget	unit assessments and T-TESS								
<p>Strategy 6:</p> <p>Content teachers will provide remediation for struggling students</p>	<p>Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations. Reading tutorials will target specific concepts and students will be guided to the tutorials based upon their individual needs.</p> <table border="1" data-bbox="495 615 1927 808"> <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>Content Teachers</td> <td>Fall and Spring 2019-2020</td> <td>Time and Campus Budget</td> <td>Tutorial Logs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	Fall and Spring 2019-2020	Time and Campus Budget	Tutorial Logs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Content Teachers	Fall and Spring 2019-2020	Time and Campus Budget	Tutorial Logs								
<p>Strategy 7:</p> <p>MAPS Growth and Skills will be utilized to differentiate learning for all students in Reading, Math, and Science.</p>	<p>Action Step(s): MAPS Skills will be utilized once per week for all students during Library Day (Reading) Homeroom, and enrichment or during the class period students will have access on a daily basis to supplement classroom learning.</p> <table border="1" data-bbox="495 901 1927 1122"> <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>Jared Duncum and Mindy Wilson</td> <td>2019-2020</td> <td>Time and PD for teachers as needed</td> <td>Homeroom Schedule and Observation</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum and Mindy Wilson	2019-2020	Time and PD for teachers as needed	Homeroom Schedule and Observation	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jared Duncum and Mindy Wilson	2019-2020	Time and PD for teachers as needed	Homeroom Schedule and Observation								
<p>Strategy 8:</p> <p>Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences, and positive attendance incentives.</p>	<p>Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations, and positive attendance incentives for the student body.</p> <table border="1" data-bbox="495 1216 1927 1409"> <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>Jayne Carr & Mindy Wilson</td> <td>2019-2020</td> <td>Time</td> <td>Shared Attendance Contact Log</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jayne Carr & Mindy Wilson	2019-2020	Time	Shared Attendance Contact Log	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jayne Carr & Mindy Wilson	2019-2020	Time	Shared Attendance Contact Log								

<p>Strategy 10:</p> <p>CJH will practice safety drills procedures and provide for programs that will address safety and violence</p>	<p>Action Step(s): We will take proactive measures (drills, programs, procedures) to address a variety of safety and violence issues common among teenage students.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jared Duncum, Jayme Carr & Mindy Wilson</p>		<p>2019-2020</p>	<p>Time and Campus Budget</p>	<p>Logs and Agendas</p>	
<p>Strategy 11:</p> <p>Clyde JH will provide enrichment classes for students who failed STAAR the previous year in math and reading.</p>	<p>Action Step(s): Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment class which will consist of individualized instruction through MAPS Skills, Reading Plus, IXL, and direct instruction.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jared Duncum and Mindy Wilson</p>		<p>2019-2020</p>	<p>District Budget and Title I</p>	<p>Unit Assessments and STAAR</p>	
<p>Strategy 12:</p> <p>The district will provide dyslexia services for students.</p>	<p>Action Step(s): Students who are identified for dyslexia services will be served weekly.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Mindy Wilson and Mrs. Martin</p>		<p>2019-2020</p>	<p>District Budget</p>	<p>Formal Testing</p>	
<p>Strategy 13:</p> <p>We will address underperforming Social Studies scores through vertical alignment, TEKS clustering based upon the guides provided by Lowman Consulting</p>	<p>Action Step(s): Social Studies teachers and Administrators will pull outside resources with proven success to investigate both the TEK focus and time spent per unit via year at a glance and IFD's. Classroom observations (T-TESS) and teacher modeling for instructional strategies will be supported throughout the 2019-20 year.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Social Studies Teachers and Jared Duncum</p>		<p>2019-2020</p>	<p>Time, Campus Budget, Technology, and resources from Lowman Consulting</p>	<p>Unit Assessments and STAAR results</p>	

Goal 3:	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.				
Strategy 1: Provide open computer labs for use by classes where students will utilize computers to enhance learning through research, projects and online learning programs	Action Step(s): All grade levels will utilize open computer labs to support learning objectives through the use of computers for class projects and research. Students will use online programs to support learning.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2019-2020	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	
Strategy 2: Classes will utilize Chrome Books and “Bring Your Own Technology” initiatives to support learning in the classroom	Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2019-2020	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Strategy 3: Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, and Stem Scopes for Math, Reading and Science	Action Step(s): Math, Reading and Science classes at all levels will utilize online support programs to further extend learning over low grade level objectives.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum	2019-2020	District Budget & Title I	Lesson Plans & Walkthroughs	
Strategy 4: Clyde JH will investigate the benefits of purchasing additional Chromebooks to add to the existing chrome-carts to match the increase in student enrollment. Chromebooks to be used as needed in classes across the campus.	Action Step(s): Clyde Junior High will utilize Chromebooks for use in classes campus wide, to explore online curriculum vs. traditional textbooks.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum & Mike Neal	Fall 2019	District Budget	Purchase & class usage	

<p>Strategy 5:</p> <p>To offer a Principles of Engineering course as an HS elective to 8th Grade students.</p>	<p>Action Step(s): We will offer one section of Principles of Engineering as a trial course to 8th grade students during the 2019-20 school year based on student interest from a Spring 2019 survey.</p>
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<p>Goal 4:</p>	<p>Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.</p>				
<p>Strategy 1:</p> <p>Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances</p>	<p>Action Step(s): All staff will fill out pre-requisition forms before making any purchase.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Jared Duncum & Deborah Joeris</p>	<p>2019-2020</p>	<p>Time & Training</p>	<p>TxEIS Budget Reports</p>	
<p>Strategy 2:</p> <p>Monthly Activity Reports will be shared showing account balances</p>	<p>Action Step(s): Activity accounts will be balanced monthly and reports shared.</p>				
	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
	<p>Deborah Joeris</p>	<p>2019-2020 (monthly)</p>	<p>Time</p>	<p>Monthly Reports</p>	

Goal 5:	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.				
Strategy 1: The Lighthouse Committee will meet at least once per month to set campus leadership goals and monitor the progress of the goals.	Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum & Mindy Wilson	Fall 2019 - Spring 2020	Franklin Covey Grant for Leader in Me	Lighthouse Committee Meetings and progress reports required for TLIM grant	
Strategy 2: Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles	Action Step(s): Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jared Duncum	2019-2020	Time	Observation during PLC Meetings and Lighthouse Committee Meetings	
Strategy 3: Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior	Action Step(s): Paw Prints/Points (Dojo) will be used schoolwide to promote positive decision making among students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jayme Carr	2019-2020	Time & Training	Class Dojo Reports and Discipline Trends	

<p>Strategy 4:</p> <p>The counselor will provide programs to students and parents to prepare for HS and beyond</p>	<p>Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.</p> <table border="1" data-bbox="495 172 1927 367"> <thead> <tr> <th data-bbox="495 172 764 272">Person(s) Responsible</th> <th data-bbox="764 172 1157 272">Timeline</th> <th data-bbox="1157 172 1451 272">Resources</th> <th data-bbox="1451 172 1711 272">Formative Evaluation</th> <th data-bbox="1711 172 1927 272">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 272 764 367">Mindy Wilson</td> <td data-bbox="764 272 1157 367">Spring 2020</td> <td data-bbox="1157 272 1451 367">Campus and District Resources</td> <td data-bbox="1451 272 1711 367">Program Agendas and sign in sheets</td> <td data-bbox="1711 272 1927 367"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Mindy Wilson	Spring 2020	Campus and District Resources	Program Agendas and sign in sheets	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Mindy Wilson	Spring 2020	Campus and District Resources	Program Agendas and sign in sheets												
<p>Strategy 5:</p> <p>Utilize The Leader in Me (7 Habits) curriculum (character development) in an effort to give students the tools they need to be successful at school and in their personal lives.</p>	<p>Action Step(s): Staff will use The Leader in Me curriculum through direct teach time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS).</p> <table border="1" data-bbox="495 516 1927 737"> <thead> <tr> <th data-bbox="495 516 764 617">Person(s) Responsible</th> <th data-bbox="764 516 1157 617">Timeline</th> <th data-bbox="1157 516 1451 617">Resources</th> <th data-bbox="1451 516 1711 617">Formative Evaluation</th> <th data-bbox="1711 516 1927 617">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 617 764 737">Jared Duncum & The Lighthouse Committee</td> <td data-bbox="764 617 1157 737">2019-2020</td> <td data-bbox="1157 617 1451 737">The Leader in Me curriculum and online resources</td> <td data-bbox="1451 617 1711 737">Leadership Events</td> <td data-bbox="1711 617 1927 737"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jared Duncum & The Lighthouse Committee	2019-2020	The Leader in Me curriculum and online resources	Leadership Events	
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Jared Duncum & The Lighthouse Committee	2019-2020	The Leader in Me curriculum and online resources	Leadership Events												

CIP PART II: ASSURANCE ADDENDUM

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

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

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jared Duncum	Principal - Chairperson
Mindy Wilson	Counselor
Barbara Smith	Teacher
Jamie Dement	Teacher
Donna Adams	Teacher
Samantha Nuttall	Instructional Aide
Traci Mauldin	Instructional Aide
Jessica Galle	Instructional Aide
Jayne Carr	Assistant Principal
Monty Barnett	Parent
Daniel Noworatzky	Business/Community Member
Lea Noworatzky	Parent
Melody Rhodes	Parent

Campus SBDM Meetings for 2019-2020		
DATE	TIME	LOCATION
October 29, 2019	5:00 pm	JH Library
March 24, 2020	5:00 pm	JH Library

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
[X] 1) STAAR Masters	For 2019-2020, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Meets Performance Level	For 2019-2020, the percent of students reaching STAAR Meets Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2019-2020, the percent of parents and community members attending parent involvement meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 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 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X]	6) Special Education	For 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 and/or STAAR Alt 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
[X]	7) Highly Qualified Teacher	For 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 0.1% or less with no student group exceeding 0.1 %.	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.
[]	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 %.	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 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.
[]	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.

[]	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.
[]	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
[]	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

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our core content teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our core content classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the SBDM provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via Eduphoria and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Cons. Independent School District
Staff Development Plans
2019-2020
Section E**

**10 Components Of A Schoolwide Title I
Program**

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

