2026-2027 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2026-2027 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Intermediate School conducted a comprehensive needs assessment for the 2025-26 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 Intermediate School include 27 teachers, 10.5 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 71.22% White, African American 1.19%, Hispanic 23.15%, Asian 0%, Hawaiian 0%, Native American 0.59%, and Mulit-Racial 3.86%. Additionally, the campus serves 43.03% economically disadvantaged students, 19.58% special education students, and 11 students coded as homeless.

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

Upon review of this data, several findings were noted. These findings include:
The largest special population group is Low Socio-Economic. Our special education student population continues to increase.

Areas of need include:
Continued improvement in attendance, campus daily goal is 97%.

Student Achievement
The following data was reviewed in relation to Student achievement: STAAR (Spring 2026), MAPS/Unit Assessment data(2026-27 school year) MAPS/BOY/Unit Assessments from fall of 2026.

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

Areas of need include:
- The percentage of 3rd-grade students performing MEETS on their STAAR 2027 RLA assessment will grow from 42% to 53% by May 2027.
- The percentage of 3rd-grade students performing MEETS on their STAAR 2027 MATH assessment will grow from 34% to 40% by May 2027.

Goals for the 2026-2027 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade–53, 4th grade–64, 5th grade–65
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Wheeler) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - each six weeks
- Math WIG–80% of students will grow 6 out of 8 times on their math unit tests by May 2027.
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

English Language Arts Reading

- Improve Domain One Average on STAAR Reading assessment-3rd grade–48, 4th grade–65, 5th grade–67
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- RTI - Reading (Paige Hageman) - during WIN/Music/Computer time
- Continued support with Accelerated Reader-incentives and rewards
- ELAR PLC Meetings - each six weeks
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

Science

- Improve Domain One Average on STAAR Science assessment-5th grade–55
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Science PLC Meetings - each six weeks
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Social Studies

- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Campus Improvement meetings, Site Base Decision Making Committee, Positive Behavior Support Meeting/Planning and our Lighthouse committee and Jr Lighthouse Committee

Upon review of this data, several findings were noted. These findings include:
Our students, staff and parents feel welcomed and safe within our school building. Our students are coming to school with more emotional and behavioral issues. Our staff will work together using Leader In Me and our Communities in Schools resources to address and help the students grow emotionally as well as academically. Our teachers took strong steps to make positive connections with the students and their parents - we will continue and grow the steps and connections. Our PTO organization continued growing the connections between school and parents. Setting goals and creating a plan to reach our goals will be a continued focus of our entire campus.

Areas of need include:
Continue to increase the number of volunteers and parent representatives in PTO. Continue to increase the positive connections between our staff and the parents and students. Continue with Leadership Night, Days, Parent Nights, Book Tasting night, Lighthouse families, Meet you at the track, and Student Led Conferences. Assign Accountability Partners and build time within the schedule to meet with Accountability Partners (Paw Pals) at least once each month. Continued training and implementation with Leader In Me - focused on goals and tracking our goals in our Leadership Notebooks and our WIG board. We achieved LIM Lighthouse recertification in Spring 2026. Our next recertification will be due by Spring 2028.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:
We hired 2 new classroom teachers and 3 new instructional aides for the 2026-27 school year. All teachers were highly qualified for the 2026-27 school year. Due to student needs, we hired a part time EB instructional aide to serve our growing EB population.

Areas of need include:
Continue to be diligent about advertising and hiring highly qualified personnel as positions become available. Providing and mentor teacher or staff member for any new employees.

Family and Community Involvement

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

Upon review of this data(MRA Survey), several findings were noted. These findings include:
78 percent of the parents are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home.

Areas of need include:
Provide more opportunities to involve our families in school activities during and after school hours and at varying times of the school year.

Clyde Intermediate School Campus Improvement Plan

District Priority:	

GOAL 1:	Clyde Intermediate will hire Highly Qualified teachers which will promote and create an engaging learning environment for student success.

Strategy 1:
Hire Highly Qualified staff

Action Step(s): Implement the district interview questions and complete reference checks to identify top candidates.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis	2026-2027	Time, administration, staff	TTESS	

Strategy 2:
Retain Highly Qualified staff

Action Step(s): Create an environment of support for all staff. Each new staff member was given a mentor staff member this school year.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis	2026-2027	Time, administration, campus funds, monthly team building	Staff retention rates	

Strategy 3:
Provide ongoing PD to increase effectiveness of educators and staff.

Action Step(s): Provide time (PLC(weekly), Faculty Meeting, Department PLC(monthly), Planning days, Data Walks) for content teachers to collaborate, review data assessments and plan, provide UNIT plan feedback for teachers(TIL)

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, Region 14, TEPSA, PLC Training	Unit Assessments, STAAR results, MAPS, other learning opportunities based	

				on staff survey– evaluation of PD by teachers and staff.	

Strategy 4:
Provide staff with the needed resources and materials to deliver quality instruction to all students.

Action Step(s): Follow procedure for purchasing instructional materials.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz, Erin Davis,Jennifer Wilson, Tracy Wetsel	2026-2027	Time, Budgets, Instructional resources	Budget reports	

Strategy 5:
All teachers will use the TEKS Resource System as their guide for curriculum and instruction.

Action Step(s): We will use the TCMPC- Scope and Sequence, Year at a Glance, Instructional Focus Documents, Implementing TCMPC

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz, Erin Davis, Paula Kinslow	2026-2027	Time, Budget	Unit Assessments, Benchmarks, Observations	

Goal 2: Clyde Intermediate will provide training and incorporate strategies to enhance the learning process and engagement of all students.

Strategy 1:
Admin (Munoz/Davis/Wilson) Data Meeting - monthly
Analyze and track campus assessment data.

Action Step(s): Dive into data - focusing/charting the individual student's data, breaking tested TEKS into quintile breakdown. Use the data to plan upcoming Data Walks and data focused conversations, walk through schedules, and look for resources.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark	

Strategy 2:
Data Walks with individual or department/grade level teachers within a few days of giving their Unit Assessments.

Action Step(s): After each unit assessment, Mrs. Munoz, Mrs. Wilson, Ms. Davis and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment(including student performance and growth). Data analysis will include tracking of targeted student groups for Domain 3.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS	

Strategy 3:
Intervention Time - WIN

Action Step(s): Implement intervention time for students identified using STAAR, MAPS, unit assessment data and benchmark. Utilizing IXL within the homeroom classroom.
Tuesday/Thursday WIN times will be focused directly on IXL–Reading or Math

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2026-2027	Time, instructional staff, IXL	State assessment data, unit assessment data	

Strategy 4:
Intervention Time - during the school day

- Stations - within core classes-small group time
- WIN TIME-1 hr Tue & Thurs

Action Step(s): Classroom teachers use stations each six weeks to provide differentiated instruction and meet the needs for small group instruction, repeated practice, reteach opportunities, and extension activities for students.
Implement a scheduled intervention time within the master schedule for students (WIN TIMES).

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2026-2027	Time, instructional staff, campus funds, IXL	State assessment data, unit assessment data	

Strategy 5:
Character Building - WIN Time

Action Step(s): 2nd WIN - Mondays **- Character building lessons focused around Leader In Me, Accountability Partners, Students Goal Setting, and Lead Measure Tracking, WIG, Student Data Binders, Book of the Month.**

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team/Jr Lighthouse Team	2026-2027	Time, Leader In Me, staff	attendance, school culture, leadership, discipline reports, student academic and emotional growth	

Strategy 6:
Inclusion support for SPED students

Action Step(s): Provide professional development and support for instructional aides, SPED, teachers and general education teachers regarding inclusion.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger,Kristina Hadaway, Alexa Cortez	2026-2027	Time, instructional staff, campus/district funds, Title I	State assessment data, unit assessment data	

Strategy 7:
Response to Intervention

- Reading - Paige Hageman
- Math - Melanie Wheeler

Action Step(s): Continue the RTI Program for Math and Reading

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis Jennifer Wilson Paige Hageman Melanie Wheeler	2026-2027	Time, instructional staff, Bridges, Title I, LLI,IXL Math, Bluebonnet Foundations RLA, Savvas Math	State assessment data, unit assessment data, Progress monitoring	

Strategy 8:
Observation/Feedback cycle

Action Step(s): Provide feedback for the teachers as they create high quality lesson plans and schedule/conduct walkthroughs for teachers providing feedback on lesson alignment.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Jamie Munoz Erin Davis	2026-2027	Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff	classroom observations, coaching sessions scheduled	

Strategy 9:
Leader In Me - Continuous training and implementation of Goal setting with students and faculty. Goal setting, action plans, WIGS, Digital Data Portfolios, Student Led Conferences

Action Step(s): Continuous training and implementation of 7 Habits.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer WIlson Erin Davis Lighthouse Team	2026-2027	Time,instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals	

Strategy 10:
Professional Learning Communities - PLC
- Grade Level
- Department

Action Step(s): Grade Level PLCs will meet every other Wednesday with Principal, AP, and Counselor and Technology - professional development based on the needs of the students and staff. Department PLCs will meet each six weeks with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, instructional staff,pulled resources, PLC Training	Classroom observations, teacher surveys	

Strategy 11:
Administration will set up procedures in place to address excessive absences and tardies.

Action Step(s): Weekly letters sent out via parent square, parent phone calls, and Truancy meetings scheduled when needed. Student incentives scheduled throughout the year to encourage higher attendance rates.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis	2026-2027	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters, parent meetings,	

Strategy 12:
Use of TCMPC System in all

Action Step(s): Core teachers following TCMPC, focusing on the IFD and the unit assessments. All core teachers completed a “data day” in July/August led by Region 14 consultant/admin.

core areas

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis Jennifer Wilson	2026-2027	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments	

Strategy 13:
Continue with LEAD - positive behavior program - using Dojo.
Implement 7 Habits into the positive behavior program.

Action Step(s): Provide structure and incentives for students who exhibit outstanding behavior. Continue to monitor using the Dojo system. LEAD party held each six weeks for the students with positive points**.**

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, staff, campus funds, Junior Lighthouse Team	Class Dojo system, number of students attending the LEAD parties, number of student referrals	

Strategy 14:
Update and implement updated EOP (Emergency Operations Plan)

Action Step(s): Update and training on EOP for the school year. Conduct regular drills and reflections.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	Time, staff, campus funds, SROP, alternate location for evacuation	Drill schedule and logs Survey after each drill	

Strategy 15:
Behavioral Threat Assessment Team

Action Step(s): Conduct threat assessment meetings based on student needs.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger Stephen Faulkenbery	2026-2027	Time, staff, Behavior Threat Assessment Training, Sentinel	Completion of Behavior Threat Assessment Training, Meetings, and putting Threat	

				Assessment in practice when needed.	

Goal 3:	Clyde Intermediate will provide instruction that challenges, equips, and promotes students to be successful in the technological future.

Strategy 1:
Continue daily use of chromebooks for each student.

Action Step(s): Providing chromebooks for all students.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Stacy Hansen Mike Neal	2026-2027	Time, Instructional staff,district and campus funds	lab time for students, IXL, Keyboarding without Tears	

Strategy 2:
Continued use of IXL, AR Reading, Curipod, Edpuzzle, Quizizz, and Classwork

New EB curriculum: McGraw Hill-Espanol to English and Language for Learning

Action Step(s): Provide training and support for staff, implement the use of support programs for students.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core teachers, SPED teachers, Lab Instructional Aides EB Instructional Aide	2026-2027	Time, Instructional staff, computer labs, Chromebooks, IXL, Renaissance Learning, Edpuzzle, Curipod, Quizizz, Classwork	Data/reports available through the programs	

Strategy 3:
Professional development focusing on technology

- Added technology training sessions into PLC Meetings

Action Step(s): Encourage and support staff to complete ongoing staff development.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis Saicy Lytle	2026-2027	Time, instructional staff, district and Region 14	Completion of professional development,	

		professional development, staff data from survey	classroom observations	

Strategy 4:
Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, and AR Readers, PE Question, Lighthouse Families

Action Step(s): 5th grade students present Bulldog News live via Canva.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Bulldog News Student leaders	2026-2027	Time, Canva	completion of Bulldog News.	

Goal 4:	Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership

Strategy 1:
Staff will utilize proper forms when purchasing any items - following our district procedures.

Action Step(s) All staff will fill out pre-requisite forms before making any purchase.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Tracy Wetsel	2026-2027	Training, Time, Eduphoria	Budget Reports	

Strategy 2:
Monthly Activity Reports will be shared showing account balances.

Action Step(s): Activity accounts will be balanced monthly and reports shared

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Tracy Wetsel	2026-2027	Time	Monthly Reports	

Goal 5:	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.

Strategy 1:
Communicate with parents and community

Action Step(s): Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders,Dojo, Weekly Reminder ParentSquare(Sundays @ 5:00PM)-Twitter, Facebook,Instagram
Staff is committed to sharing student celebrations through ParentSquare and social media.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<table>
<tr><td></td><td>
<table>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis
Grade Level Teachers</td><td>2026-2027</td><td>Time, instructional staff</td><td>Attendance to events</td><td></td></tr>
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<tr><td>Strategy 2:
Meet the Teacher/Bulldog Academy</td><td>
Action Step(s): Participate in Meet the Teacher Night prior to the first day of school.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis</td><td>2026-2027</td><td>Time, all staff</td><td>Attendance at Meet the Teacher</td><td></td></tr>
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<tr><td>Strategy 3:
Family Leadership Night/ Student Led Conferences and Leadership Day</td><td>
Action Step(s): Host Family Leadership Night - led by the students focused on Leader In Me and curriculum activities.
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<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis</td><td>2026-2027</td><td>Time, instructional staff, campus funds</td><td>Attendance at Family Leadership Night and Day survey
LIM Parent Night(Fall 2026 and Spring 2027)</td><td></td></tr>
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<tr><td>Strategy 4:
Offer volunteer opportunities and create events to invite the parents and families to our campus</td><td>
Action Step(s): Offer volunteer opportunities for parents and community members - PTO, field trips, reading time with students, math fact time with students, book fairs, etc.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis
Bethany Powell</td><td>2026-2027</td><td>Time, instructional staff, campus funds</td><td>Attendance to events, parent surveys</td><td></td></tr>
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<tr><td>Strategy 5:
PALS/CHS Child Guidance Students/CHS Instructional</td><td>
Action Step(s): Continue working with the PALS students and other student groups from CHS
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
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<table>
<tr><td>Practices</td><td>
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<tr><td>Jamie Munoz
Jennifer Wilson
HS Staff</td><td>2026-2027</td><td>Time, campus funds, CHS students, staff</td><td>Surveys, teacher feedback, student feedback</td><td></td></tr>
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<tr><td>Strategy 6:
Parent Connection Month - October</td><td>Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom. Offer a Parent Conference to all parents (face to face or by phone).
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis</td><td>2026-2027</td><td>Time, instructional staff</td><td>Grade level parent contact google docs</td><td></td></tr>
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<tr><td>Strategy 7:
Leadership Celebrations - Student celebrations each six weeks</td><td>Action Step(s): Host the Leadership Celebrations at the end of each six weeks celebrating students’ success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE All-Star Awards, IXL, MyPath, and Lighthouse Families. Students lead the awards ceremonies.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jamie Munoz</td><td>2026-2027</td><td>Time, campus funds</td><td>Attendance</td><td></td></tr>
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</td></tr>
<tr><td>Strategy 8:
Guidance classes

Classroom guidance classes</td><td>Action Step(s): Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Jennifer Wilson</td><td>2026-2027</td><td>Time</td><td>Student growth</td><td></td></tr>
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Strategy 9: ***
Shout Out!

Action Step(s): . Each week the teachers get 3-5 Shout Outs to brag on student success. Those students are called out to the claw machine and given a coin and celebrated. Shout Outs are shared onParentSquare, Shout Outs are posted on the Clyde CISD Facebook page.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Taylor Hall	2026-2027	Time	Shout Out, Pictures posted on social media, positive calls home	

Strategy 10:
Leader In Me - continuous training and implementation of Leader In Me

- WIG
- Leadership Night
- Leadership Day
- Student Led Conferences
- Student Led Jobs
- Data Binders
- Parent Night

Action Step(s): WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2026-2027	Time	Observations	

Strategy 11:
Leader In Me - Junior Lighthouse

Action Step(s): Student leaders from each grade are working together with Mrs. Wilson as the Junior Lighthouse.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jennifer Wilson Jamie Munoz	2026-2027	Time	Student survey, activities	

Strategy 12:
GT Showcase Night

Action Step(s): GT students will be able to showcase their work for students, parents, and community.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Sue James	2026-2027	Time	Attendance of Showcase Night	

CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2026-2027 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

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

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

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Jamie Munoz	Principal - Chairperson
Erin Davis	Assistant Principal
Jennifer Wilson	Counselor
Jessica Leach	Teacher
Paige Hageman	Teacher
Jennifer Hanson	Teacher
Jodi Graven	Teacher
Meagan Packwood	Parent
Amy Neuman	Business/Community Member

CPOC Meetings for 2026-27		
DATE	**TIME**	**LOCATION**
October 14, 2026	4:00	Conference Room
January 6, 2026	TBD	Conference Room
March 24, 2026	TBD	Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

	Goal	Description	Formative	Summative	Strategy
[ ]	1) STAAR -Improve Domain One Average on STAAR assessment 3rd grade–53, 4th grade–64, 5th grade–65 as measured by the Math STAAR no later than the end of the 2026-27 school year.	For 2026-2027 - Increase Domain Once Average: 3rd grade–53 4th grade–64 5th grade–65 as measured by the Math STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[ ]	2) STAAR -Improve Domain One Average on STAAR Reading assessment 3rd grade–48, 4th grade–65, 5th grade–67 as measured by the Reading STAAR no later than the end of the 2026-27 school year.	For 2026-2027 - Increase Domain One Average: 3rd grade–48, 4th grade–65, 5th grade–67 as measured by the Reading STAAR.	After each common assessment, 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.
[]	3) Parent and Community Involvement	For 2026-2027, the percent of parents and community members attending parent involvement meetings will increase by 5%.	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.
[]	4) Violence Prevention and Intervention	For 2026-2027, 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.
[]	5) Violence Prevention	For 2026-2027 the discipline referrals for offenses will be reduced by 5% 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.

[]	6) Special Education	For 2026-2027 the percent of students meeting ARD expectations/goals will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and STAAR Alternative tests will be reviewed to determine if the ARD objectives were met. Progress report data will be reviewed.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
[]	7) Highly Qualified Teacher	For 2026-2027 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.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web 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
2026-2027
Section E

10 Components Of A Schoolwide Title I Program

1. Comprehensive Needs Assessment
   Referenced in the Comprehensive Needs Assessment Goal 1, Strategy 8

2. Schoolwide Reform Strategies
   Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 9

3. Instruction by Highly Qualified Staff
   Goal 1, Strategy 2; Goal 2, Strategies 1-3, 7, 10

4. Professional Development
   Goal 1, Strategy 2

5. Parental Involvement
   Goal 1, Strategy 10; Goal 4, Strategies 1-7

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

7. Effective, timely additional assistance
   Goal 1, Strategy 4-5

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

9. Attracting highly qualified staff
   Goal 2, Strategy 10

10. Coordination between programs
    Goal 1, Strategy 6, 9, 11