2026-2027 Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 2026-2027 school year. The needs assessment identified gaps in the areas listed below. The school used data and findings from the comprehensive needs assessment to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics
The staff at Clyde Junior High School includes 23 teachers, 3 split-campus teachers, 10 paraprofessionals, 3 office staff, 1 counselor, and 2 administrators. The student population is 72% White, 2% African American, 20% Hispanic, 1% Asian, 0.0% American Indian, and 5% Two or More Races. Additionally, the campus serves 47.4% economically disadvantaged students, 22.4% special education students (SPED), and 2.7% English language learners. Attendance rates include 97.1% Hispanic, 96.8% White, 96% African American, 86.4% two or more races, 97.4% economically disadvantaged, and 96.8% SPED. The most current data indicate the campus has a 13.76% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2025-26), STAAR Accountability Ratings, Information from Campus Site based team from the spring 2026 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 Americans, Hispanics, and two or more races all slightly increased. The attendance rates were stable across all populations with only exhibiting minor variations in regards to percentages.

Areas of need include:
Continued improvement in attendance to reach Campus Distinctions with special attention for our economically disadvantaged, Special Education students, and Hispanic students, who have the lowest attendance.

Student Achievement
The following data were reviewed in relation to Student achievement: partly from STAAR, mostly from MAPS, IXL, BOY and EOY Assessment data.
Upon review of this data, several findings were noted. It appears that our students are struggling with reading and writing. Adjustments are being made where every student is utilizing the IXL program, and academic support plans are being utilized to meet the needs of our students.

SMART Goals for the 2025-2026 School Year:

Mathematics

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 75%
  - Meets scores to 50%
  - Masters scores to 15%
- Students in the 7th grade will increase their STAAR scores
  - Approaches scores to 70%
  - Meets scores to 50%
  - Masters scores to 15%
- Students in the 6th grade will increase their STAAR scores
  - Approaches scores to 75%
  - Meets scores to 40%
  - Masters scores to 20%

English Language Arts Reading

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 63%
  - Masters scores to 35%
- Students in the 7th grade will increase their STAAR scores
  - Approaches scores to 80%
  - Meets scores to 50%
  - Masters scores to 25%
- Students in the 6th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 68%
  - Masters scores to 40%

Science

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 70%
  - Masters scores to 40%

Social Studies

- Raise the Approaches Level percent for all students to 50% by May 2027
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2027.
- Raise the Masters level in 8th grade History to at least 8% by May 2027.

School Culture, Climate, and Organization

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

Upon review of this data, several findings were noted. These findings include:
Student discipline referrals increased relative to the 2025-2026 school year. Analysis indicated the majority of the placements were from students who are SPED, and economically disadvantaged students. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Areas of need include:
An increased focus on our attendance rates.
Teachers and administrators continue to take a more proactive approach to student behavior management with parental contacts occurring frequently. This should include ongoing training that addresses student emotional and behavior support.

Staff Quality, Recruitment, and Retention

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

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

Upon review of this data, several findings were noted. These findings include:
CJH saw 7 employee (1 teacher/coach, 2 administrator, 1 office staff, 2 aides, 1 teachers) leave at the end of the 2025-2026 school year.
We have combined our PTO, Lighthouse, and Climate committees in order to facilitate the needs of our students and staff better.

Areas of need include:
Continue to support staff through support and training when dealing with student behavior issues.
Partner with Betty Hardwick to help train teachers with students with mental health issues and utilize their resources.
Continue to improve student achievement, behavior, and well-being, while also enhancing teacher effectiveness and parent engagement.
Explore ideas to market and attract highly qualified teachers to the district by adding opportunities for TIA for all eligible teachers.

Clyde Junior High School Campus Improvement Plan

District Priority:	**Clyde CISD will empower successful leaders for the challenges of the future through promoting the leadership capabilities for all.**

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

Strategy 1:

Hire highly qualified staff

Action Step(s): We will provide processes to interview and select highly qualified educators.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	Spring 2027 - August 2027	-Group interviews -Interview questions per position -Involve teachers in interviews	-Past T-TESS Observations -Thorough reference checks	

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
Mildred Petty and Dr. Paula Kinslow	Spring 2027	Communications with area universities	-transcripts -professor recommendations	

Strategy 3:

Retain highly qualified educators

Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale working. We will start to implement TIA for qualified teachers. We will foster a growth mindset environment through T-TESS and PLC's.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	-administrators being present in the bldg and classrooms -helping with data digs for BOY, MOY, and EOY data	Retention Rates	

Strategy 4:

Provide ongoing PD to increase effectiveness of educators and staff.

Action Step(s): We will provide time twice a month for PLCs for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards. We will also use Region 14 to assist on PD days for training and assistance on data digs.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	-calendar invites -Region 14, Shea Holland -data	MAPS, BOY AND EOY Test, and STAAR results	

Strategy 5:

Teachers will have access use the TEKS Resource System as their guide for curriculum and instruction. alignment.

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).

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty and Dr. Paula Kinslow	2026-2027	TEKS Resource System	Unit Assessments & Observations	

Strategy 8:

Host an Open House night for parents to come and visit with their students' teachers.

Action Step(s): We will host an Open House for students and families allowing parents to meet teachers.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty LeeAnne Wheeler Allyson Russell Tiffany Edwards	September 2026	-calendar invites -ParentSquare invites -info on the FB page	Open House Sign-In Sheets	

Goal 2:	Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.
Strategy 1: Provide professional development that will encourage and enhance high-quality instruction (looking for internal strengths within the teaching staff to train each other)	**Action Step(s):** We will utilize existing talent within the district, ESC 14, surrounding districts, and other research-based strategies to address any identified areas of need determined in Monthly PLC meetings.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty LeeAnne Wheeler	2026-2027	-collaboration with Region 14 and Shea Holland -dates for trainings	T-TESS observations, MAPS, and Unit Assessments	

Strategy 2:

Provide time for content teachers and special education staff to attend ESC 14 trainings, Zoom conferences (Lowman)

Action Step(s): We will provide opportunities for general education and special education teachers to enhance their knowledge of inclusion practices through PD offerings by the ESC 14.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	-collaboration with Region 14 and teachers	T-TESS observations and SPED performance on Unit Assessments	

Strategy 3: **Action Step(s):** Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and

Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.

model the habits, and personal/academic goals.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty, LeeAnne Wheeler, Allyson Russell, & The Lighthouse Leadership Team	2026-2027	The Leader in Me webpage, representatives	Weekly Leadership Lessons, Leadership Events and meeting agendas	

Strategy 4:

Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs, and Bulldog period.

Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Content Teachers	2026-2027	-student sign in sheets -student logs	Tutorial Logs	

Strategy 5:

Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY and EOY Assessments, and

Action Step(s): Content teachers will analyze data from unit assessments and STAAR results to identify students struggling on particular learning standards. The results will be tracked through the use of our digital data walls built in the respective PLC Google Classrooms and Data board in the PLC room

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Content Teachers	2026-2027	-data tables	Data	

<table>
<tr><td>IXL will assist.</td><td>
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<tr><td></td><td></td><td></td><td>Tracking/Analysis</td><td></td></tr>
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<tr><td>Strategy 6:

Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.</td><td>Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, LeeAnne Wheeler, Allyson Russell, Samantha Stotler, & Tiffany Edwards</td><td>2026-2027</td><td>-attendance reports
-Saturday school reports
-documentation of meetings with students/parents</td><td>Shared Attendance Contact Log</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 7:

CJH will practice safety procedures and provide for programs that will address safety and violence</td><td>Action Step(s): We will take proactive measures (drills, programs, and procedures) to address a variety of safety and violence issues common among teenage students.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, LeeAnne Wheeler, and Robert Dalton</td><td>2026-2027</td><td>-Sentinel Program
-calendar of drills</td><td>Logs and Agendas</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 8:

Continue participation in UIL Academic competition planned for fall 2026</td><td>Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2026.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Chelsea Heard, LeeAnne Wheeler, Mildred Petty</td><td>2026-2027</td><td>-logs of practices</td><td>Participation Lists</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 9:

Continue offering Advanced classes for all content areas in</td><td>Action Step(s): All content classes’ grades 7-8 and math 6-8, will offer an Advanced class with criteria for enrollment that will challenge students at a high level and prepare them for AP class offerings at High School.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
</table>
</td></tr>
</table>

grades 7-8, and advanced math 6-8	

Mildred Petty, Allyson Russell	2026-2027	-student report cards -teacher recommendations	Class Lists	

Strategy 10: The district will provide dyslexia services for students.	**Action Step(s):** Students who are identified for dyslexia services will be served daily with a dyslexia class.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Chelsea Heard and Kirk Cleveland	2026-2027	Dyslexia program	Formal Testing	

Goal 3:	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever-changing technological world.
Strategy 1: Continue to offer Career Portals to 7th grade students	**Action Step(s):** Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Tyson Scott	2026-2027	-curriculum	PEIMS & End of Year Grade Reports	

Strategy 2: Classes will continue to utilize Chrome Books that are at a 1-1 ratio offered by the district.	**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	2026-2027	District/Campus Budgets	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
Mildred Petty	2026-2027	-online programs	Lesson Plans & Walkthroughs	

Strategy 4:

To offer Art 1, Professional Communications for HS elective credit to 8th-grade students.

Action Step(s): We will offer one section of Professional Communications and Art 1 for high school credit

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

Strategy 1:

Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances

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

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	Training	TxEIS Budget Reports	

Strategy 2:

Monthly Activity Reports will be shared showing account balances

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

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Helen Saxon and Patricia Blazauskas	2026-2027 (monthly)	reports	Monthly Reports	

<table>
<tr><td>Goal 5:</td><td>Clyde Junior High will promote leadership skills in students and staff through effective communication and professional development opportunities.</td></tr>
<tr><td>Strategy 1:

The Lighthouse Leadership Team will meet daily to give leadership lessons.</td><td>Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, Amy Saunders, and Candi Hershey</td><td>Fall 2026- Spring 2027</td><td>Franklin Covey Grant for Leader in Me</td><td>Lighthouse Leadership Team Meetings and progress reports required for the TLIM</td><td></td></tr>
</table></td></tr>
<tr><td>Strategy 2:

Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.</td><td>Action Step(s): Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self-monitor and assess.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Teachers and Staff</td><td>Fall 2026 - Spring 2027</td><td>Leader in Me guide</td><td>Student digital notebooks and progress reports in staff meetings</td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Strategy 3:

The counselor will provide programs to students and parents to prepare for HS and beyond</td><td>Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Allyson Russell</td><td>Spring 2027</td><td>Campus and District Resources</td><td>Program agendas and sign-in sheets</td><td></td></tr>
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<td>Strategy 4:

Continue to update staff on campus events through weekly calendar emails</td>
<td>Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty</td><td>2026-2027</td><td>Calendar information</td><td></td><td></td></tr>
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CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Mildred Petty, 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 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])
[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.
[X]	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)

[ ]	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 teacher in services to student with disabilities.
[X]	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Mildred Petty	Principal
Allyson Russell	Counselor
Candi Hershey	Teacher
Hollie Robledo	Instructional Aide
LeeAnne Wheeler	Assistant Principal
Shelby Henry	Parent

Campus SBDM Meetings for 2025-26		
DATE	**TIME**	**LOCATION**
August	5:00 pm	JH library
March	4:00 pm	JH Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy

[X]	1)	STAAR Masters	For 2025-2026, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X]	2)	STAAR Meets Performance Level	For 2025-2026, the percent of students reaching STAAR Meets Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X]	3)	Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X]	4)	Violence Prevention and Intervention	For 2025-2026, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X]	5)	Violence Prevention	For 2025-2026, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X]	6)	Special Education	For 2025-2026, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and/or STAAR Alt 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs Students.

	Goal	Description	Formative	Summative	Strategy
[X]	7) Highly Qualified Teacher	For 2025-2026, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

[X]	8)	Secondary Dropout Prevention	For 2025-2026, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2024-2025 drop-out data will be reviewed as information becomes available.	Monitor school leaver's bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities.
[ ]	9)	High School AEIS – Ninth Graders	The percent of 2024-2025 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[ ]	10)	Recommended High School Program	For 2025-2026, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[ ]	11)	High School AEIS – Advanced Courses and Dual Credit	For 2025-2026, the percent of students who have completed at least one advanced course will be at or above 30%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[ ]	12)	High School AEIS – Advanced Placement Exams	For 2025-2026, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[ ]	13)	High School AEIS – SAT/ACT Exams	For 2025-2026, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[ ]	14) High School CTE	For 2025-2026, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR)%.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[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
2026-2027
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