2026-2027 CLYDE HIGH SCHOOL
Campus Improvement Plan



Clyde High School Campus Improvement Plan

2026-2027 Comprehensive Needs Assessment Summary

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

Campus Demographics

The staff at Clyde High School include 38 teachers, 4 paraprofessionals, 4 aids, 2 counselors and 2 administrators. The student population is 77.5% White, .9% African American, 17.3% Hispanic, 0% Asian, and 0.5% Native American. Additionally, the campus serves 33.3% economically disadvantaged students, 14.4% special education students, and 0% Limited English Proficient students. Attendance rates include 89.9% African American, 95.2% Hispanic, 95.9% White, and 94.4% economically disadvantaged. The most current data indicate the campus has a 12.3% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our English Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:
2025 STAAR Data.

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

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

EOC:	Approaches Grade Level	Meets Grade Level	Master's Grade Level
**English I	81%	68%	17%
**English II	83%	69%	10%
**Algebra I	91%	71%	45%
**Biology	99%	77%	18%
**U.S. History	99%	74%	50%

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2027:

- Clyde High School Smart Goal 2026-2027: CISD District Initiative - English I students will increase Domain One Average by an average of 3 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2026-2027 school year.**

	2026 Scores	**2027 Target Goal**
● **Algebra I**	**88%**	**92%**
● **Biology**	**95%**	**98%**
● **ELA I**	**81%**	**84%**
● **ELA II**	**90%**	**94%**
● **U. S. History**	**96%**	**99%**

School Culture, Climate, and Organization

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

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

Campus Improvement Plan

Continue to work on and improve campus climate and culture, measurements will be attained through staff, student, parent surveys, and student discipline reports Upon review of this data, several findings were noted. These findings include: Continue working and creating a staff bonding to keep our teachers as part of the Instructional Team.

Areas of need include:

- **Parent Involvement**
- **Recruitment and Retaining of Highly Qualified Teachers**
- **Increase ELA STAAR Scores**

Staff Quality, Recruitment, and Retention

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

- Campus Employment Rosters

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

- Clyde High School Staff will undergo a full evaluation by Mr. Hodges and Mr. Cofer by May of 2027.

Areas of need include:

- Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.
- Retain quality teachers and staff year and year out through re-recruitment

Family and Community Involvement:

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

- Continue to Increase parent meeting attendance rates.
- Continue to keep our parents and guardians informed of the happenings on our campus at CHS. CHS staff are using Social Media tools to better communicate with our students, and parents. Instagram, Parent Square,and Facebook, have been created and activated for the High School's usage.
- Encourage our parents, guardians, and stakeholders to participate in the PTO.

Clyde High School Campus Goals 2026-2027 School Year

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

Clyde High School Campus Improvement Plan

District Priority:	**Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners and to be ready for post secondary education life.**

GOAL 1:	**CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions**.

Strategy 1:
Clyde High School hires Certified & Qualified teachers and paraprofessionals.

Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey	Spring 2027	Time, District Admin. Staff	August 2026 All Staff T-TESS Observation	Staff Schedules

Strategy 2:
Clyde High School will establish hiring practices that allows for the hiring of Certified teachers

Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey	Spring 2027	Time, Teachers, Staff, District Admin Staff	August 2026	Teaching Certificates

Strategy 3:
Accelerated Learning Classes will be used to prepare students for EOC testing in **Algebra I, English I and English II, Biology and U.S. History.** Enrichment Instruction is provided for students not meeting the STAAR EOC standard in 8th grade.

Action Step: Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Cofer, Brent Kinslow, Paula	August 2026-May 2027	Time, Teachers, Supplies, Campus Admin Staff	Spring 2027	Students Schedules Teachers

<table>
<tr><td></td><td></td></tr>
<tr><td>Strategy 4:
Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony & Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. State Qualifier Board Recognition</td><td>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey</td><td>All Year</td><td>Time, Teachers, Supplies, Campus Admin Staff</td><td>Organized participation</td><td>Certificates and Awards</td></tr>
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<tr><td>Strategy 5:
Clyde High School will provide a Credit Recovery Program (LEAP) to aid students in graduate documentation of credit earned will be used to measure the effectiveness of the program. Assessments created by staff will be utilized with the core subject courses in grades 9-12 and with the credit recovery program (LEAP).</td><td>Action Step: Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey; Jones, Alex; Sims, Chelsea; Hooper, Debbie</td><td>All Year</td><td>Time, Teachers, Staff, District Admin Staff, Campus Staff,</td><td>Applications will be filled out for the program and progress will be monitored.</td><td>School PLP Documentation</td></tr>
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<tr><td>Strategy 6:
Develop and administer Personal Graduation Plans (PGP) for students in grades 9-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in the ninth grade.</td><td>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey; Jones, Alex; Sims, Chelsea</td><td>All Year</td><td>Time, Teachers, Campus Admin Staff</td><td>August Planning/Student Schedules-May</td><td>Completed by Counselors</td></tr>
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Strategy 7:
In partnership with Workforce Solutions and Community in Schools to create opportunities to plan post secondary life for ALL seniors and begin the conversations with Juniors.

Action Step: This group works with each senior personally and helps make a plan for each one.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey Jones, Alex Sims, Chelsea Riggins, Scott Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling

Strategy 8:
Clyde High School provides a Peer Assistance and Leadership Program **(PALS)** with **CBVI** student participation.

Action Step: Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Laughlin, Rachel Metcalf, Courtney	All Year	Time, Teachers, CIS	May 2027	Scheduling and Organization

Goal 2: **Make Classrooms more meaningful and relevant for students and teachers.**

Strategy 1:
Students that have traditionally been low performers in English will pass

Action Step: CHS will utilize programs to address learning gaps.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<table>
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<td>the English EOC exam at a higher rate after having an extra year of English preparation.</td>
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<tr>
<td>Hodges, Casey; Cofer, Brent</td>
<td>Fall 2026
Spring 2027</td>
<td>Time, Campus Admin Staff, English Department, PLC time</td>
<td>NWEA Scores will be utilized to address learning needs.</td>
<td>MAP Testing, Scheduling and Documentation</td>
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<td>Strategy 2:
Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will continue to use FEV Tutor to address learning loss.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey;; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
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<tr>
<td>Strategy 3:
Students that have failed the English I EOC, English II EOC or failed the 8th grade English STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will utilize programs to address learning gaps.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
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<tr>
<td>Strategy 4:
Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will utilize programs to address learning gaps.instruction.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
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Strategy 5:
Increase awareness of academic and CTE pathways in the district for all students.

Action Step: Counselors will utilize updated district College and Career Planning guides to meet with each individual student as well as student groups to facilitate evaluation of opportunities related to college and career readiness.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey Jones, Alex Sims, Chelsea Cofer, Brent	Fall 2026 Spring 2027	Campus Admin Staff	August 2026	Participation and Documentation

Strategy 6:
Counselors provide expectations and procedures for enrolling in AP and dual credit courses as they are working with students to review testing data and 6-8 year plan information.

Action Step: Increased Enrollment in DC and AP classes.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jones, Alex Sims, Chelsea	Fall 2026 Spring 2027	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2026	Scheduling, Participation, Organization, and Documentation

Strategy 7:
Increase participation and industry certification in campus and district CTE programs.

Action Step: Provide opportunities for CTE teachers and students to promote CTE via a Back to School Bash CHS showcase where individual CTE programs share information and recruit incoming 9th graders.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey Cofer, Brent Kinslow, Paula	Fall 2026 Spring 2027	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2026 Participation	Sign in Sheets

Strategy 8:
Increase participation and industry certification in

Action Step: Examine scheduling in our courses involving CDA certification to maximize student opportunity to accumulate hours and achieve certification.

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<td>campus and district CTE programs.</td>
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<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey
Jones, Alex
Sims, Chelsea
Sumners, Denise</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td><td>January 2027-August 2027</td><td>Communication ,Documentation and Implementation</td></tr>
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<td>Strategy 9:
Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.</td>
<td>Action Step: CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey;
Jones, Alex
Sims, Chelsea</td><td>Fall 2026
Spring 2027</td><td>Time, Library, Computer Lab</td><td>August 2026 Technology Participation</td><td>Student Registration</td></tr>
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<td>Strategy 10:
Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2026-2027 school year.</td>
<td>Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Officer Dalton.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Hodges, Casey;
Dalton, Robert</td><td>Fall 2026
Spring 2027</td><td>Time, Staff, Dist Admin Staff, Campus Admin Staff,</td><td>August 2027</td><td>Master Schedule</td></tr>
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Goal 3:	**Tell the CCISD stories of inspiration, success, and opportunity to the community, parents, and staff.**
Strategy 1:	**Action Step:** Work with teachers and staff to utilize parent square effectively.

Provide regular, ongoing training to teachers on how to best utilize technology to engage students and parents.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey Lytle, Saicy	Fall 2026 Spring 2027	Time, Teachers, Parent Square, Admin	2026-2027	Professional Development

Strategy 2:
Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements.

Action Step: All teachers will sign the acceptable use policy along with participating in staff development in technology.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Cofer, Brent	Fall 2026 Spring 2027	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2026-2027	Technology Training

Strategy 3:
Inform parents and the public through Parent Square, Twitter, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Parent Meetings, and Newsletters, and other electronic formats.

Action Step: CHS will communicate necessary information to parents in multiple ways.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey Jones, Alex Sims, Chelsea Cofer, Brent	Fall 2026 Spring 2027	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2026	Communication, Scheduling and Posting

Strategy 4:
Utilize the skills of tech liaisons to train teachers in the use of technology based teaching tools to increase student engagement.

Action Step: Increased number of teachers / classrooms utilizing technology applications as teaching tools. Increase student engagement.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Hodges, Casey; Cofer, Brent Lytle, Saicy	Fall 2026 Spring 2027	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2026 Participation	TTESS Walkthrough and Observations

Strategy 5:
Parent Teacher Organization

Action Step: To increase the participation of parents in our school in a hands-on approach for parent involvement.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; PTO Board Members	Fall 2026 Spring 2027	Time, Admin, Parents or Guardians	May 2027 Numbers increasing	Student Scheduling Teacher Schedules

Goal 4:	**Clyde High school will strive to instill our community and ethical values in our students.**

Strategy 1:
Campus will focus on improving student belonging, interpersonal effectiveness, and family engagement..

Action Step: Utilize components of Leader In Me curriculum social emotional learning.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Laughlin, Rachel Sims, Chelsea	Fall 2026	Time, Teachers and Administration	May 2027	Progress Monitoring

Strategy 2:
CHS will utilize a simple and quick reporting systems for students to share concerns related to bullying, violence, racism and harassment.

Action Step: Ensuring students know how to report situations that are wrong using a google form.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Cofer, Brent	Fall 2026 Spring 2027	Students, Teachers, Campus	June/July 2027	Participation / Progress

	Lytle, Saicy		Administration		Monitoring

Strategy 3:
CHS will implement use of Go Guardian/BARK, and Securley alert system to monitor student use of electronic devices, and will alert teachers and administrators if students engage in self harm, explicit or violent computer usage.

Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Cofer, Brent Sims, Chelsea Jones, Alex	Fall 2026 Spring 2027	BARK Go Guardian Securely	Continuous	Online Documentation by programs

Strategy 4:
CHS will offer attendance incentives and celebrate good attendance.CHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish an intervention plan.

Action Step: Incentives will be created to encourage attendance.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Cofer, Brent	Fall 2026 Spring 2027	Homework Passes; Restaurant Coupons, Admin, Office Staff	Monthly Check ins.	Monitoring

CIP PART II: ASSURANCE ADDENDUM

Clyde High School School
Casey Hodges, 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 High School 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.
[X]	Included strategies for dropout prevention and reduction. (middle school and high school)
[X]	Included strategies for improving student attendance.
[X]	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.
[X]	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.
[ ]	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**
Casey Hodges	Principal - Chairperson
Chelsea Sims	Counselor
Courtney Metcalf	Teacher
Misti Kingston	Teacher
Colby Rowley	Teacher
Johnathon Haddock	AD
Aaron Laughlin	Parent
Toni Brockway	Parent
Toni Smith	Parent

CPOC Meetings for 2026-2027		
DATE	**TIME**	**LOCATION**

CIP PART II: ASSURANCE ADDENDUM Section C

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

		Goal	Description	Formative	Summative	Strategy
[X]	1)	STAAR Recognized or Exemplary	For 2026-2027, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X]	2)	STAAR Advanced Academic Achievement Performance	For 2026-2027, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X]	3)	Parent and Community Involvement	For 2026-2027, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X]	4)	Violence Prevention and Intervention	For 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.

[X]	5)	Violence Prevention	For 2026-2027, 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 2026-2027, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

		Goal	Description	Formative	Summative	Strategy
[X]	7)	Highly Qualified Teacher	For 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.
[X]	8)	Secondary Dropout Prevention	For 2026-2027, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2026-2027 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the School PLP.
[X]	9)	High School AEIS – Ninth Graders	The percent of 2026-2027 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100 %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[X]	10)	Recommended High School Program	For 2026-2027, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

[X]	11) High School AEIS – Advanced Courses and Dual Credit	For 2026-2027, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	12) High School AEIS – Advanced Placement Exams	For 2026-2027, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	13) High School AEIS – SAT/ACT Exams	For 2026-2027, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[X]	14) High School CTE	For 2026-2027, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

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