

2020-21 Clyde Consolidated Independent School District

DISTRICT IMPROVEMENT PLAN

Board Approved 11.16.2020

Clyde CISD Vision

Clyde CISD will empower successful leaders for the challenges of the future.

Mission

T.E.A.M. Teaching, Encouraging, Achieving, Motivating

Core Values

- **We believe all students are capable of success.** We will provide a safe, secure and challenging environment. We will value individual student growth in all areas. We will value each employee and student's educational growth and learning.
- **We believe in making student-driven and data-informed decisions.** We commit to putting the whole child first. We will consider multiple sources of data when making decisions.
- **We believe EVERYONE has leadership capabilities.** We commit to instilling the 7 Habits of Highly Effective People in our students and staff. We will foster leadership opportunities for students, staff, parents, and community.
- **We believe parent/guardian participation and community collaboration are essential.** We commit to improve educational outcomes by engaging in collaborative relationships.

Theme

Empowering Leaders. Committed to Success.

Clyde Consolidated Independent School District Improvement Plan

Authors: Kenny Berry; Paula Kinslow

Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted by the district and individual campuses. Clyde CISD composed of 81.3% white, 14.9% Hispanic, 2.2% two or more races, and 1.4% African American. 51.8% of the students are economically disadvantaged, 0.6% are English Language Learners, and 13% receive special education services. Since the COVID 19 school closure in the spring of 2020 the lack of STAAR data caused us to review the beginning of the year assessment data, 2018-19 STAAR data and other classroom observations to identify gaps and areas to improve student performance. The results of this longitudinal perspective was that reading and writing are areas that need refinement. The strategic priority that CCISD will focus on building a foundation in reading and writing and addressing gaps in learning skills caused by the extended school closure.

Data collected in the fall of 2020 through NWEA assessments, unit assessments, interim assessments, and beginning of the year assessments is below:

CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5
READING: 60% approaches or above

- Approaches (35.4%)
- Meets (11%)
- Masters (13.4)

Area of Strength: Author's Purpose and Craft

Growth Focus: Vocabulary

- 1st Grade: NWEA K-2
READING: - 68% average or above

- Average (28%)
- HiAverage (28%)
- Hi (11%)

Area of Strength: Vocabulary

Growth Focus: Beginning Reading and Writing

- Kindergarten NWEA K-2
 - READING: - 96% average or above
 - Average (17%)
 - HiAverage (23%)
 - Hi (56%)

Area of Strength: Vocabulary

Growth Focus: Composition, Inquiry and Research

CLYDE INTERMEDIATE

- **MAPS Data**
 - 5th Reading - 68% of students scored average or above
 - 4th Reading - 75% of students scored average or above
 - 3rd Reading - 65% of students scored average or above
- **BOY**
 - 5th Reading - Approaches 55%, Meets 23%, Masters 12%
Domain 1 - 30%
 - 4th Reading - Approaches 81%, Meets 32%, Masters 12%
Domain 1 - 41%
 - 3rd Reading - Approaches 23%, Meets 9%, Masters 2%
Domain 1 - 11%
- **Unit 1**
 - 5th Reading - Approaches 67%, Meets 33%, Masters 17%
Domain 1 - 39%
 - 3rd Reading - Approaches 51%, Meets 7%, Masters 1%
Domain - 20%
- **Steps towards continued growth**
 - Data Walks
 - Stations, Tutorials
 - Growth Celebrations

- **BOY**
 - 4th Writing - Approaches 40%, Meets 13%, Masters 1%
Domain 1 - 18%
- **Unit 1**
 - 4th Writing - Approaches 57%, Meets 29%, Masters 10%
Domain 1 - 32%
- **Steps towards continued growth**
 - Data Walks
 - Stations, Tutorials
 - Growth Celebrations

CLYDE JUNIOR HIGH

- 6th Grade NWEA MAP Data
 ELA-total passing: 64%
 Approaches: 25%
 Meets:23%
 Masters:16%
 Area of Strength-Foundational Language Skills: Vocabulary
 Growth Focus-Author's Purpose and Craft
- 7th Grade
 ELA-total passing: 58%
 Approaches: 29%
 Meets:20%
 Masters:9%
 Area of Strength-Author's Purpose and Craft
 Growth Focus-Foundational Language Skills: Vocabulary
- 8th Grade
 ELA-total passing: 60%
 Approaches: 24%

Meets:29%

Masters:7%

Area of Strength-Author's Purpose and Craft

Growth Focus-Foundational Language Skills: Vocabulary

Due to schools being closed the past 5 months prior to this testing, it is expected our student scores in December will show great growth. The goal is 4% total passing increase by December and 10% total passing by our Spring testing. Sub goals are growth in Meets and Masters level of comprehension to be at 2% by December and 4% by Spring.

CLYDE HIGH SCHOOL

English I Unit Assessment Data

77% Approaches

57% Meets

32% Masters

English II Unit Assessment Data

Approaches

Meets

Masters

Interim Assessments will be given to Algebra students at the end of October and to ELAR students later in the semester.

The district used laser focus in planning for this school year. The Title I, Part A and Title II budgets were revised and scrutinized for efficiency. Title IV funds were used to increase safety in the district by helping employ a school resource officer through a partnership with the City of Clyde Police Department.

For accountability, Clyde was not rated in the spring of 2020 and the ratings from 2019 were carried over. The data from 2019 were that the district was at or above the state average in 10 out of 22 areas for Approaches Grade level, and 9 out of 22 Meets grade level and 4 out of 22 in Masters grade level. Overall the scores were down compared to state average from last year's data in 3 or more areas. The College and Career, Military Ready students at the high school will continue to be an area to focus. CCISD wants ALL students CCMR ready. A CCMR plan will be developed with incremental goals disaggregated by student subgroups to achieve 100% college, career, military ready graduates in

the next five years. At the other end of the educational pipeline an Early Childhood Self Assessment and improvement plan will be implemented.

Clyde CISD has completed an equity plan and equity survey. An equity gap was not found to be present in either the poverty or minority subpopulations.

In 2019 Clyde CISD earned a B rating, A in student achievement, A in school progress and B in closing the gaps. Clyde High School earned a B overall rating, B in student achievement, B in school progress and C in closing the gaps. CHS earned the distinctions of Postsecondary Readiness, Academic Achievement in Science, Academic Achievement in Mathematics, and Academic Achievement in English Language Arts/Reading. Clyde Junior High earned a B overall rating, C in student achievement, B in school progress, and B in closing the gaps. CJH earned a distinction for Top 25%: Comparative Closing the Gaps. Clyde Intermediate earned a C overall rating, C in student performance, C in school progress and D in closing the gaps.. All campuses will continue to focus on Domain II student growth and Domain III closing the gaps. The goal is that no student goes backward in progressing through the learning continuum.

Clyde Intermediate and Clyde Junior High were labeled as targeted support schools and will go through the school improvement process. The district and campuses will focus on achieving the targets for special education student performance and other sub populations under closing the gaps. Reading and Writing are still a district focus for improvement. The tutorial programs provided through compensatory education will be evaluated to determine effectiveness. Since there was not testing in the spring of 2020 all ratings carry over into the 2020-2021 school year.

Strategic Objective/ Goal 1:	Clyde CISD will recruit, support and retain teachers and principals to prepare students for success and purchase necessary items for the education process to continue.					
Performance Objective 1:	Hire highly effective and qualified employees					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny	4/14/2018	ongoing	None	Lower turnover rate and increased academic performance	List of questions for hiring

A common set of questions for hiring and expectations district-wide to provide for consistency and a common shared vision.	Consistent between campuses					
Performance Objective 1A:	Retain teachers					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Morphis, Jill	8/10/2018	6/5/2021	Local funds	A lower turnover rate in 19-20	Sign in sheets
Retain effective teachers	New teacher induction 2 days, support, competitive salary scales with schools our size, cost of living adjustment, continued validation of teacher importance by administrators and board members, and latest technology available.					
Performance Objective 1B:	PD for teachers for engaging instruction for 21st-century learners.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Burson, Angela; Neal, Mike; McGuire, Paul	8/10/2018	6/5/2021	none	Staff PD evaluations	
Job-embedded PD	Technology and curriculum training provided multiple times per year and during the routine PLC times at the campus level.					
Performance Objective 1D:	Local Job Fair and others around the state.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	3/2/2020	4/30/2021	local funds	none	resumes received
The administration will attend	Create connections and positive public relations with potential teacher applicants.					

Big Country Job Fair and others to recruit HQ teachers for CCISD												
Performance Objective 1F:	Vertical alignment PLC meetings core areas: ELAR, Math Science, Social Studies, and special education.											
Strategy	Action Step(s)											
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Kinslow, Paula Berry, Kenny Campus administrators	Fall 2019	Ongoing	local funds	none	sign in sheets agenda							
Alignment meetings	Discuss testing and content issues that have developed across grade, campus spans. Incorporate lead4ward instructional strategies to improve RTI and overall student academic performance.											
Performance Objective 1G:	Develop, deploy and refine CCISD Asynchronous Learning Plan in response to COVID 19.											
	Action Step(s)											
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Kinslow, Paula Berry, Kenny Campus administrators	Fall 2020	Summer 2021	ESSER Instructional Continuity	Periodic Reports to Board of Trustees	Plan Attendance Rosters Meeting Minutes							
Continue learning from home	Provide students devices, hot spots and instruction at home.											
Strategic Objective/ Goal 2:	Clyde CISD will build a foundation of reading and writing where every individual student is prepared for success in college, career or the military.											
Performance Objective 2:	Provide professional development on engaging instructional practices such as The Writing Academy that is research-based.											
Strategy	Action Step(s)											

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Morphis, Jill; Heseman, Don; Jones, Kim; Acevedo, David	8/24/2018	6/5/2021	federal and local funds	routine assessment data throughout the school year	TAPR report								
Accountability	Meet federal and state accountability in all areas--data focused rooms, PLC times, and attention to every student.												
Performance Objective 2A:	Dissect Data reports to evaluate how the district/campuses are doing toward increasing the meets/masters level of achievement in accountability areas.												
Strategy	<p style="text-align: center;">Action Step(s)</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline Start</th> <th>Timeline End</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Berry, Kenny Kinslow, Paula</td> <td>9/1/2017</td> <td>6/5/2021</td> <td>none</td> <td>each grading cycle</td> <td>data rooms and reports</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Berry, Kenny Kinslow, Paula	9/1/2017	6/5/2021	none	each grading cycle	data rooms and reports
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Berry, Kenny Kinslow, Paula	9/1/2017	6/5/2021	none	each grading cycle	data rooms and reports								
Data-driven reports to be completed, compiled, and assessed to develop action plans for continuous improvement and evaluation of all programs and instruction	Data-driven campus/departments/district Use Axiom, lead4ward reports, MAP and other eduphoria created tools to increase all student growth.												
Performance Objective 2B:	Consistent Discipline program used in 3 out of 4 campuses.												
Strategy	<p style="text-align: center;">Action Step(s)</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline Start</th> <th>Timeline End</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Morphis, Jill; Jones, Kim; Heseman, Don</td> <td>9/1/2017</td> <td>6/5/2021</td> <td>none</td> <td>fewer discipline referrals</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Morphis, Jill; Jones, Kim; Heseman, Don	9/1/2017	6/5/2021	none	fewer discipline referrals	
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented								
Morphis, Jill; Jones, Kim; Heseman, Don	9/1/2017	6/5/2021	none	fewer discipline referrals									
DOJO/Restorative Discipline	Use of online DOJO program and restorative discipline techniques for consistent discipline and parent involvement												
Performance Objective 2C:	Special Education Student performance--improve performance in all subject areas especially writing, reading, and science												

	to reach targets in domain 3					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	ESC 14 Administrators	9/2018	5/2021	none	Improved common assessment performance	instructional walkthroughs
TIP/RDA*	Send special education teachers to reading, writing and other workshops to improve student performance and instructional practices.					
Performance Objective 2D:	TEKS Resource System--Curriculum Alignment, creation of district curriculum management plan. Presentation by Jamie Tindall from ESC 14					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Campus Administrators	8/24/2015	6/5/2021	none	improved academic performance especially Level III	check logins by month for system Agenda from meetings
Focused use of TEKS Resource System	Utilize the IFD, YAG and other alignment components in the planning process for depth and complexity.					
Performance Objective 2E:	Provide T-TESS coaching model of professional development and student growth to improve principal, teacher and student performance.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Campus	8/21/2018	6/1/2021	none	none	attendance roster

	administrators					
Increased effectiveness--coaching model	All stakeholders are aware and prepared for the increase in evaluation rigor as well as testing rigor. Effective Schools Framework implemented 2019-2020					
Performance Objective 2F:	Continue Conscious Discipline training for elementary and intermediate personnel as well as adding restorative discipline strategies at the secondary level.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Jones, Kim Morphis, Jill Heseman, Don Acevedo, David	8/8/2016	6/5/2021	none		sign in sheets, agenda
Discipline	Decrease discipline referrals and time removed from class					
Performance Objective 2G:	Raise expectations for levels of performance and participation across the board--academics, extracurricular, CTE, CCMR, and dual credit.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Acevedo, David Heseman, Don Morphis, Jill Jones, Kim Kinslow, Paula Berry, Kenny	8/8/2016	6/5/2021	none	Increased student participation and performance	sign in sheets, agenda
Increase awareness of the benefits of these programs	Work to educate parents, students and other stakeholders about these programs. Create a CCMR plan to reach 100% of students college, career, military ready after graduation					
Performance Objective 2H:	Focus on consistent reading strategies for K-12 to improve both general education and special education student					

	performance--Reading Plus, MAP Growth, and Skills programs added at elementary, intermediate and JH campus.																		
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Kinslow, Paula Morphis, Jill Jones, Kim Munoz, Jamie Heseman, Don	8/2017	5/2021	Local funds and federal funds	Increase unit assessments, MAP data, STAAR scores	Meeting sign-in sheets, documents created														
TIP/RDA*	Be consistent between buildings and across grade levels to use the same research-based strategies to improve reading.																		
Performance Objective 2I:	Focus on low socioeconomic student performance in areas of Reading, Writing and Social Studies.																		
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Berry, Kenny Kinslow, Paula Morphis, Jill Jones, Kim Munoz, Jamie	8/2017	6/2021	ESC 14 Staff Local funds	Improved scores Benchmark exams	Scores														
Additional Support/RDA*	Provide strategies and focus to improve this subpopulation academic performance in relation to the district equity plan.																		
Performance Objective 2J:	Work to educate JH & HS students, teachers and parents about higher education admissions, financial aid, FAFSA, and high school career planning.																		
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Acevedo, David HS Counselors Heseman, Don JH Counselor	8/2019	6/2021	Local funds	100% FAFSA completions	Sign in Sheets														

	Kinslow, Paula					
Promote College and Career Culture	Food and FAFSA night at the HS and continue to explain processes to JH and HS students and parents for after high school endeavors.					
Performance Objective 2H:	K-3 core and special education teachers attend Reading Academy training through ESC 14.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Jones, Kim Morphis, Jill	8/2021	6/2022	Title I funds	Progress Reports	Sign in Sheets Progress of Artifacts
	Provide strategies to help at risk learners to learn to read more effectively.					

Strategic Objective/ Goal 3:	Clyde CISD will continue to evaluate and update technology and the instructional environment to equip students to step into a digital future.					
Performance Objective 3:	Routinely meet with students about needs for technology and improving the instructional process as well as food service from the student perspective.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny; Neal, Mike; Burson, Angela, Brown, Melanie	9/1/2016	6/5/2021	local funds	input from students	meeting minutes
Will continue to evaluate and update needs for technology and food service	Student perspective on instructional processes involving student technology in the classroom. And how food service is performing.					

Performance Objective 3A:	Professional Development plans to incorporate the technology integrator and the TEKS resources system into PLC's and district planning days.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Burson, Angela Kinslow, Paula, Kenny Berry	9/2/2016	6/5/2021	local funds	improvement student engagement and learning	PD rosters
Improve technology and curriculum used in the classroom	Provide technology integration and curriculum guidance to improve student academic achievement.					
Performance Objective 3B:	Raise awareness of college, career and military opportunities with students.					
	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Acevedo, David Heseman, Don Kinslow, Paula	9/2/2017	6/5/2021	Local funds	improvement student engagement and learning	Field trip rosters
Create culture and educate students for future	College and career related trips and informational days for students to explore options after high school Utilize Texas Workforce Outreach specialist for district Implement CTE course in 8th grade to strengthen the CTE pipeline into HS.					
Performance Objective 3C:	Utilize Xello and Nepris career exploration programs in grades 6-12 to promote employment awareness					
	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Acevedo, David Heseman, Don Kinslow, Paula	9/2/2020	6/5/2021	Perkins funds	improvement student engagement and	Usage reports

					learning	
Provide support for career exploration	Allows students to discover and study a variety of careers to pursue after graduation					
Strategic Objective/ Goal 4:	Clyde CISD will continue to use proper fiscal procedures to maximize efficiency and safety in operations and staffing and explore innovative resource opportunities.					
Performance Objective 4:	Work to maximize financial investments with the highest return while maintaining minimal risk for the district.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Phillips, Terry	9/1/2017	8/31/2021	none	monthly board reports	FIRST Rating
Monitor, invest, and apply for money	Build a budget and maintain proper account records					
Performance Objective 4A:	Critique master schedules at all buildings to determine staffing needs in an effort to improve FIRST rating.					
	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Phillips, Terry	9/1/2017	8/31/2021	none	Monthly staff meetings	FIRST Rating
Equity & efficiency	Improve master schedules and the efficiency of staffing.					
Performance Objective 4B:	Improve safety at all campuses					
	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

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Phillips, Terry Berry, Kenny	9/1/2018	8/31/2021	Title IV funds and local funds	Decrease in discipline referrals	Surveys from staff and community														
Hire an SRO for district	Partnership with City of Clyde for SRO position---perimeter checks, presence on all 4 campuses, present at events, work with students and staff on emergency operation plans.																		
Performance Objective 4C:	Update Emergency Operation Plan to reflect recent legislation.																		
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Berry, Kenny SRO	9/1/2019	8/31/2021	Title IV funds and local funds	Plan developed and revised periodically	Sign in sheets														
Work with SRO to ensure plans aligned	All campuses and staff trained as required by law.																		
Performance Objective 4D	In response to COVID 19 additional custodial personnel, sanitation measures, and personnel work requirements needed																		
	<table border="1"> <thead> <tr> <th colspan="6">Action Step(s)</th> </tr> <tr> <th>Person(s) Responsible</th> <th>Timeline Start</th> <th>Timeline End</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Berry, Kenny Administrators</td> <td>9/1/2020</td> <td>8/31/2021</td> <td>ESSER Title V Local Funds</td> <td>Plan developed and revised periodically</td> <td>Sign in sheets</td> </tr> </tbody> </table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Berry, Kenny Administrators	9/1/2020	8/31/2021	ESSER Title V Local Funds	Plan developed and revised periodically	Sign in sheets
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Berry, Kenny Administrators	9/1/2020	8/31/2021	ESSER Title V Local Funds	Plan developed and revised periodically	Sign in sheets														
Sanitation and other mitigation measures deployed to keep students at school	The district hired additional custodians, bus monitors and sanitation supplies to mitigate against the spread of COVID 19																		
Strategic Objective/ Goal 5:	Continue to improve leadership in all Clyde CISD employees and students																		
Performance Objective 5:	Provide leadership skills for classroom teachers, support personnel, and students.																		

Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny	8/10/2016	6/5/2021	Grant funds and local funds	improved school culture	Sign in sheets
Enlist assistance from ESC 14 and The Leader in Me to work with faculty to improve leadership skills.	<p>The Leader in Me training for all campuses routinely.</p> <p>CHS begins on the Leader in Me journey in the 2020-21 school year using LIM as a character education program required by legislation.</p>					
Performance Objective 5A:	Community Leadership Events and others events to promote parental involvement					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Jones, Kim Heseman, Don Morphis, Jill Acevedo, David	8/28/2017	6/1/2021	Local funds	Improved community presence on campuses	Sign in sheets
Promote relations between school and community	<p>Students conduct leadership activities at numerous events throughout the course of the year.</p> <p>October is Parental Involvement Month to promote partnership between home and school.</p>					
Performance Objective 5B:	Send core teachers to ESC 14 for professional development that will enhance student performance.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Administrators	8/8/2016	6/5/2021	Title II	improvement in the instructional delivery	classroom walkthroughs

Substitute Teachers	Pay for substitute teachers when the classroom teacher attends training at the ESC.					
Performance Objective 5D:	Continue to find avenues to tie the school and the community together to Improve communication and working relationships.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny, administrators	9/2/2017	6/5/2021	local	improved communication and public relations	Parentsquare app transcript
Electronic communication & social media	Continued and consistent communication via the Parensquare app					
Performance Objective 5E:	Improved parental involvement with all students					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny, administrators	10/1/2018	ongoing	none	improved communication and public relations	documentation records
Parental Involvement Month	Parent conferences, emails, and other forms of communication to target all students and their academic progress.					
Performance Objective 5F:	Refine and implement a comprehensive school counseling program					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula, Campus counselors	8/2019	6/2020	Local funds		Scores

Counselors						
Performance Objective 5G:	Provide professional development on multiple topics such as sex trafficking, sex abuse, suicide prevention, bullying, ESL, GT, dyslexia and other issues affecting students					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Campus counselors and administrators Kinslow, Paula	8/2019	6/2020	Local funds		Sign in sheets Agendas
Performance Objective 5H:	Trauma Informed Care Policy and training for students and staff (Project Restore)					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Campus counselors and administrators	8/2019	6/2020	Local funds		Sign in sheets Agendas
View training and develop plans	Help promote social emotional wellbeing of all people in the building--students and staff.					

* Denotes activity that addresses the Effective School Framework Improvement Process, Results Driven Accountability (RDA) plan

Federal and State Grant Sources

Grant Sources

Funds Available in 2020-21

Title I Part A NCLB Grant	\$313,845
Title II, Part A flow through from ESC 14	\$34,510
Title IV	\$22,453
Title III	\$843
Title V	\$27,771
State Compensatory Education Funds	\$1,082,851
Special Education	\$1,622,241
Career & Tech	\$819,700
Dyslexia	\$30,798
School Safety Allotment	\$13,261
IMA	\$67,757
Perkins flow through funds from ESC14	\$7,378
HeadStart	\$69,812
Early Education Allotment	\$125,684
McKinney Vento Funds	\$4,122
ESSER CARES ACT	\$243,722
Instructional Continuity Grant	\$18,000

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
<p>Grades 3-12,</p> <p>Ungraded (UG) or</p> <p>Out of School (OS)</p>	<ul style="list-style-type: none"> · Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> · Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.

Grades K-3	<ul style="list-style-type: none"> · Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> · Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> · For students in grades K-2, who have been retained, or are overage for their current grade level.
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The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Clyde CISD

**Priority for Service (PFS) Action
Plan**

Filled Out By:
Jo Ann Gonzales

Region:14

Date:

September 10, 2020

School Year: 2020 - 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant Non-Project districts receive interventions in order to succeed in school.

Objective(s): Region 14 MEP and the Non-Project districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
§ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	July 2020-June 2021	ESC 14 MEP Staff, Laura Sandoval, Jo Ann Gonzales	NGS Reports

<p>§ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p>	<p>August-September 2020</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales District Coordinators</p>	<p>PFS Action Plan</p>
<p>Additional Activities</p>			
<p>§</p>			
<p>Required Strategies</p>	<p>Timeline</p>	<p>Person(s) Responsible</p>	<p>Documentation</p>
<p>Communicate the progress and determine needs of PFS migrant students.</p>			
<p>§ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval LEA Staff</p>	<p>NGS Reports, Email Communications, PFS Criteria</p>

<p>§ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval</p> <p>LEA Staff</p>	<p>Home Visit Logs, Phone Logs, PFS Student Progress Forms</p>
<p>§ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval</p> <p>LEA Staff</p>	<p>Home Visit Logs, Phone Logs, PFS Student Progress Forms</p>
<p>Additional Activities</p>			
<p>§</p>			
<p>Provide services to PFS migrant students.</p>			
<p>§ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval</p> <p>LEA Staff</p>	<p>NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms</p>

<p>§ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval LEA Staff</p>	<p>NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form</p>
<p>§ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p>	<p>August 2020- July 2021</p>	<p>ESC 14 MEP Staff Jo Ann Gonzales, Laura Sandoval LEA Staff</p>	<p>NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form</p>

CIP PART II: ASSURANCE ADDENDUM

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.
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.
3. **Instruction by highly qualified teachers** – 100% of our teachers is 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.
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.

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 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.
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. **The 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)
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 are held to discuss assessment issues.
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.
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 CISD College, Career, Military Ready (CCMR) Plan

2018 CCMR	Raw Score 64	Scaled Score 91
2019 CCMR	Raw Score 84	Scaled Score 96

5 Year Goals:

2020	Raw Score	88	Scaled Score	97
2021	Raw Score	94	Scaled Score	99
2022	Raw Score	95	Scaled Score	99
2023	Raw Score	96	Scaled Score	99
2024	Raw Score	98	Scaled Score	100

An annual report will be provided to the board of trustees on progress toward the CCMR performance goals. The annual report will be posted on the website and reviewed annually.

The continued use of a spreadsheet with each graduation cohort will be maintained and students will be advised on meeting the CCMR indicators. Additional certifications and licenses will be added to the curriculum to promote more students in obtaining CCMR status.

All students	Goal	85%	88%	90%	92%	95%
White	Goal	85%	88%	90%	92%	95%
Economically Disadvantaged	Goal	75%	78%	80%	82%	85%
Continuously Enrolled Students	Goal	88%	90%	92%	94%	95%

CCMR Plan contacts: David Acevedo
Carrie Atchison
Mindy Broadfoot
Paula Kinslow