

# **2023-2024 Clyde Consolidated Independent School**

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## **DISTRICT IMPROVEMENT PLAN**

## Clyde CISD Vision

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 the community.
- **We believe parent/guardian participation and community collaboration are essential.** We commit to improving 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 is 78.7% white, 16% Hispanic, 4.1% two or more races, and 1.1% African American. 46.8% of the students are economically disadvantaged, 0.9% are English Language Learners, and 13.3% receive special education services. Scores from the 2023 STAAR assessment, MAP data, and other data points provided information along with classroom observations to identify gaps and areas to improve student performance.

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. With the continued teacher shortage, the district decided to allocate Title II Grow Your Own funds to help educational aides complete their degrees and or earn teacher certification and then teach in CCISD. Title IV funds were used to continue to increase safety in the district by helping employ a school resource officer through a partnership with the City of Clyde Police Department. An additional SRO officer was determined to be needed after the Uvalde school shooting. ESSER III and II funds were targeted to provide high-impact tutoring, close the achievement gaps, and offset operational costs created by COVID.

For accountability, Clyde earned a rating of a B. Data from 2023 reveals the district was at or above the state average in 18 out of 20 areas for Approaches Grade Level, 17 out of 20 for Meets Grade Level, and 12 out of 20 in Masters Grade Level. Overall the Domain I Average scores were 18 out of 20 at or above the state average. The College and Career, Military Ready students at the high school will continue to be an area to focus on. CCISD wants ALL students CCMR ready. A CCMR plan was developed with incremental goals disaggregated by student subgroups to achieve 100% college, career, and military-ready graduates in the next five years. Through the Rural Accelerator Grant outside assistance is providing additional support to achieve this CCMR goal. At the other end of the educational pipeline, an Early Childhood Self Assessment and improvement plan were 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. Clyde CISD chose to use ESSER III funds to provide retention stipends to employees who returned for the 21-22 and 22-23 school years after the pandemic. A nurse at each campus was hired to ensure that each campus had a licensed professional.

### **(Ratings Delayed Release)**

In 2023, Clyde CISD earned a rating, in student achievement, in school progress, and in closing the gaps. Clyde High School earned an overall rating, an in student achievement, a in school progress, and a in closing the gaps. CHS earned the distinctions of Academic

Achievement in Math, Comparative Academic Growth, and Comparative Closing the Gaps. Clyde Junior High earned a overall rating, in student achievement, in school progress, and in closing the gaps. CJH earned a distinction for Comparative Academic Growth. Clyde Intermediate earned a overall rating, in student performance, in school progress, and in closing the gaps. CIS earned a distinction in Science. The goal is that no student goes backward in progressing through the learning continuum.

Clyde Intermediate was labeled as a t school. CIS needs to focus on Domain III Closing the Gaps performance specifically with reading and math and the white subpopulation. The district and campuses will focus on achieving the targets for special education student performance and other subpopulations under closing the gap especially. Since the pandemic, Math remains a district focus for improvement. The tutorial programs provided through compensatory education will be evaluated to determine effectiveness.

<b>Strategic Objective/ Goal 1:</b>	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.					
<b>Performance Objective 1:</b>	Hire highly effective and qualified employees					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	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					
<b>Performance Objective 1A:</b>	Retain teachers					

Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	8/10/2018	6/5/2024	Local funds	A lower turnover rate in 23-24	Sign in sheets at job fairs
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	6/5/2024	none	Staff PD evaluations	Sign in sheets
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 Fairs					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	3/2/2020	4/30/2024	local funds	none	resumes received
The administration will attend Big Country Job Fair to recruit HQ teachers for CCISD	Create connections and positive public relations with potential teacher applicants.					
Performance Objective 1F:	Vertical alignment PLC meetings core areas: ELAR, Math Science, Social Studies, and special education.					
Strategy	Action Step(s)					
	Person(s)	Timeline	Timeline	Resources	Formative	Documented

	<table><tr><th>Responsible</th><th>Start</th><th>End</th><th></th><th>Evaluation</th><th></th></tr><tr><td>Kinslow, Paula Berry, Kenny Campus administrators</td><td>Fall 2021</td><td>Ongoing</td><td>local funds</td><td>none</td><td>sign-in sheets agenda</td></tr></table>	Responsible	Start	End		Evaluation		Kinslow, Paula Berry, Kenny Campus administrators	Fall 2021	Ongoing	local funds	none	sign-in sheets agenda										
Responsible	Start	End		Evaluation																			
Kinslow, Paula Berry, Kenny Campus administrators	Fall 2021	Ongoing	local funds	none	sign-in sheets agenda																		
Alignment meetings	Discuss testing and content issues that have developed across the grade, campus spans. Incorporate lead4ward instructional strategies to improve MTSS (RTI) and overall student academic performance.																						
Performance Objective 1H:	Continue to [artner with Community in Schools to put a student success coach on every campus to address needs from pandemic																						
Strategy	<table><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><tr><td>Kinslow, Paula Berry, Kenny</td><td>Fall 2021</td><td>Spring 2024</td><td>Comp Ed</td><td>Case load list for each campus</td><td>Improved attendance and academic performance</td></tr></table>					Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Kinslow, Paula Berry, Kenny	Fall 2021	Spring 2024	Comp Ed	Case load list for each campus	Improved attendance and academic performance
Action Step(s)																							
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented																		
Kinslow, Paula Berry, Kenny	Fall 2021	Spring 2024	Comp Ed	Case load list for each campus	Improved attendance and academic performance																		
Added coach for both Elementary and Intermediate	Junior high campus coach added in 22-23 SY																						
Performance Objective 1I:	Clyde CISD will continue the process of creating a Teacher Incentive Allotment plan with the help of Kruez Consulting																						
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Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented																		
Kinslow, Paula Berry, Kenny	Fall 2021	Spring 2024	Local funds	Lower turnover rate end of 23-24 sy	Turnover rate																		
Help recruit and retain teachers	The teacher distinctions will help with required accelerated instruction and recruitment																						
Performance Objective 1J:	Maintain a Grow Your Own program for paraprofessionals in district to go back to school to become a teacher.																						

	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Berry, Kenny	Fall 2022	Spring 2024	Title II		Signed MOU
Decrease turnover and ease hiring process for future openings	Provide a pipeline of talent for future job positions.					

<b>Strategic Objective/ Goal 2:</b>	Clyde CISD will build a foundation of ELAR and Math where every individual student is prepared for success in college, career, or the military.					
<b>Performance Objective 2:</b>	Provide professional development on engaging instructional practices that are research-based.					
<b>Strategy</b>	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Munoz, Jamie; Carr, Jayme; Jones, Kim; Hodges, Casey	8/24/2018	6/5/2024	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.					
<b>Performance Objective 2A:</b>	Dissect Data reports to evaluate how the district/campuses are doing toward increasing the meets/masters level of achievement in accountability areas. NWEA MAP testing district-wide to measure growth					
<b>Strategy</b>	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny Kinslow, Paula	9/1/2021	6/5/2024	Federal and Local	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.					
<b>Performance Objective 2B:</b>	Special Education Student performance--improve performance in all subject areas especially writing, reading, and science to reach targets in domain 3					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	ESC 14 Administrators	9/2018	5/2024	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.					
<b>Performance Objective 2C:</b>	TEKS Resource System--Curriculum Alignment, creation of district curriculum management plan. Presentation by Jamie Tindall from ESC 14					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula Campus Administrators	8/24/2015	6/5/2022	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.					
<b>Performance Objective 2D:</b>	Provide a 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 administrators	8/21/2018	6/1/2024	none	none	attendance roster
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					
<b>Performance Objective 2E:</b>	Continue Conscious Discipline training for elementary and intermediate personnel as well as add restorative discipline strategies at the secondary level.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Jones, Kim Munoz, Jamie Hodges, Casey Carr, Jayme	8/8/2016	6/5/2024	none		sign-in sheets, agenda
Discipline	Decrease discipline referrals and time removed from class					
<b>Performance Objective 2F:</b>	Raise expectations for levels of performance and participation across the board--UIL academics, extracurricular, CTE, CCMR, and dual credit.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Carr, Jayme Hodges, Casey Munoz, Jamie Jones, Kim Kinslow, Paula Berry, Kenny	8/8/2016	6/5/2024	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, and military ready after graduation					
Performance Objective 2G:	Focus on consistent reading strategies for K 12 to improve both general education and special education student performance–MAP Growth, MAP Fluency (at elementary).					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Munoz, Jamie Jones, Kim Hodges, Casey Carr, Jayme	8/2017	5/2024	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 2H:	Focus on low socioeconomic student performance in areas of Math, Reading, Writing, and Social Studies.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny Kinslow, Paula Jones, Kim Munoz, Jamie	8/2017	6/2024	ESC 14 Staff Local funds	Improved scores Benchmark exams	Scores
	Provide strategies and focus to improve this subpopulation academic performance in relation to the district equity plan.					
Performance Objective 2I:	Work to educate JH & HS students, teachers, and parents about higher education admissions, financial aid, FAFSA, and high school career planning.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

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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 2J:	K-3 core and special education teachers attend Reading Academy training through ESC 14.																		
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Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Kinslow, Paula Jones, Kim Munoz, Jamie	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.																		
Performance Objective 2K:	Hire interventionist teachers and aids to address learning loss related to the pandemic																		
Strategy	<table><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><tr><td>Kinslow, Paula Carr, Jayme Munoz, Jamie</td><td>8/2021</td><td>6/2024</td><td>Comp Ed and TCLAS</td><td>Each grading cycle review student progress</td><td>FTE sheet Improved scores</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Kinslow, Paula Carr, Jayme Munoz, Jamie	8/2021	6/2024	Comp Ed and TCLAS	Each grading cycle review student progress	FTE sheet Improved scores
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Kinslow, Paula Carr, Jayme Munoz, Jamie	8/2021	6/2024	Comp Ed and TCLAS	Each grading cycle review student progress	FTE sheet Improved scores														
TIP	Additional staff provide smaller groups for intervention and support.																		

<b>Performance Objective 2L:</b>	Create an SSA between Baird ISD and Clyde ISD to increase certifications offered and increase CTE completers.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula Berry, Kenny Hodges, Casey	8/2021	8/2024	Perkins Funds SSA	Number of certifications earned by students	ADA and CTE completers
Pool Federal Dollars	Provide additional opportunities for students in both districts					
<b>Performance Objective 2M:</b>	Partner with online tutoring service to provide one on one individualized tutoring to help close the achievement gap due to the pandemic					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula Hodges, Casey Carr, Jayme Munoz, Jamie	8/2021	6/2024	TCLAS	Progress on NWEA MAP Growth in Reading and Math	Number of hours tutored and performance of students on state assessments
Address AL requirements	Individualized and specific tutoring to increase student performance					
<b>Performance Objective 2N:</b>	Participate in Texas Instructional Leadership for second year					
	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Kinslow, Paula Munoz, Jamie	5/2022	5/20224	Title II	Increase unit assessments,	Meeting sign-in sheets,

	<table><tr><td>Jones, Kim Davis, Erin Hodges, Casey Lori Goldston Davis, Brian Carr, Jayme Berry, Kenny</td><td></td><td></td><td></td><td>MAP data, STAAR scores</td><td>documents created</td></tr></table>	Jones, Kim Davis, Erin Hodges, Casey Lori Goldston Davis, Brian Carr, Jayme Berry, Kenny				MAP data, STAAR scores	documents created
Jones, Kim Davis, Erin Hodges, Casey Lori Goldston Davis, Brian Carr, Jayme Berry, Kenny				MAP data, STAAR scores	documents created		
TIP Additional Support/RDA* Improve student performance	Align lesson plan and formative assessment to ensure rigor and focus.						

<b>Strategic Objective/ Goal 3:</b>	Clyde CISD will continue to evaluate and update technology and the instructional environment to equip students to step into a digital future.					
<b>Performance Objective 3:</b>	Routinely meet with students about the need for technology and improving the instructional process as well as food service from the student's perspective.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Berry, Kenny; Neal, Mike; Burson, Angela, Brown, Melanie	9/1/2016	6/5/2024	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.					
<b>Performance Objective 3A:</b>	Professional Development plans to incorporate the technology integrator and the TEKS resources system into PLCs and district planning days.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Burson, Angela Kinslow, Paula, Kenny Berry	9/2/2016	6/5/2024	local funds	improvement student engagement and	PD rosters

					learning	
Improve technology and curriculum used in the classroom	Provide technology integration and curriculum guidance to improve student academic achievement.					
<b>Performance Objective 3B:</b>	Raise awareness of college, career, and military opportunities with students.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Carr, Jayme Hodges, Casey Kinslow, Paula	9/2/2017	6/5/2024	Local funds	improvement student engagement and learning	Field trip rosters
Create a 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 courses in 8th grade to strengthen the CTE pipeline into HS.					
<b>Performance Objective 3C:</b>	Utilize Xello a career exploration program in grades 6-12 to promote employment awareness					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Carr, Jayme Hodges, Casey Kinslow, Paula	9/2/2020	6/5/2024	Perkins funds	improvement student engagement and learning	Usage reports
Provide support for career exploration	Allows students to discover and study a variety of careers to pursue after graduation					
<b>Performance Objective 4C:</b>	Hired additional nurses so that all campuses have a nurse available all day					
<b>Strategy</b>	<b>Action Step(s)</b>					

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	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented							
	Kinslow, Paula Berry, Kenny	8/2021	8/2024	Local funds	Reduce nurse turnover rate	Staff records							
Provide nursing stipend	Funds are needed to attract and retain a medical professional in the competitive medical profession												

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	8/31/2024	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.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Phillips, Terry	9/1/2017	8/31/2024	none	Monthly staff meetings	FIRST Rating
Equity & efficiency	Improve master schedules and the efficiency of staffing.					
Performance Objective 4B:	Improve safety at all campuses					
Strategy	Action Step(s)					

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Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Phillips, Terry Berry, Kenny	9/1/2022	8/31/2024	Title IV funds, School Safety Grant funds and local funds	Decrease in discipline referrals	Surveys from staff and community														
	Partnership with the 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 the Emergency Operation Plan to reflect recent legislation.																		
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Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Berry, Kenny SRO	9/1/2019	8/31/2024	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:	Provide before, during, and after school tutoring and transportation as required by accelerated learning requirements																		
Strategy	<table><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><tr><td>Berry, Kenny Administrators</td><td>9/1/2021</td><td>8/31/2024</td><td>TCLAS</td><td>Improve student academic performance</td><td>Sign in sheets</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Berry, Kenny Administrators	9/1/2021	8/31/2024	TCLAS	Improve student academic performance	Sign in sheets
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Berry, Kenny Administrators	9/1/2021	8/31/2024	TCLAS	Improve student academic performance	Sign in sheets														
Additional time for intervention	Transportation as needed for after school required tutorials																		
Performance Objective 4E:	Provide intensive summer learning program for students to fill in gaps related to the pandemic																		



Strateg	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny Administrators	9/1/2021	8/31/2024	TCLAS	Improve student academic performance	Sign in sheets
Summer learning program	Provide transportation and intensive intervention for students during summer to mitigate gaps in learning.					
<b>Performance Objective 4G:</b>	Dating Violence is not tolerated in CCISD. If you are a victim of dating violence or suspect it please contact the nurse or counselor immediately so that parents can be notified.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Berry, Kenny Administrators	11/10/2021	8/31/2024	Local funds		
	Dating violence materials will be incorporated into the curriculum with information about how to seek help if needed					
<b>Strategic Objective/ Goal 5:</b>	Continue to improve leadership in all Clyde CISD employees and students					
<b>Performance Objective 5:</b>	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	6/5/2024	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 began on the Leader in Me journey in the 2020-21 school year using LIM as a character education program required by legislation.</p>					
<b>Performance Objective 5A:</b>	Community Leadership Events and other events to promote parental involvement					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Jones, Kim Hodges, Casey Munoz, Jamie Carr, Jayme	8/28/2017	6/1/2024	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>					
<b>Performance Objective 5B:</b>	Send core teachers to ESC 14 for professional development that will enhance student performance.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>
	Administrators	8/8/2016	6/5/2024	Title II	improvement in the instructional delivery	classroom walkthroughs
Substitute Teachers	Pay for substitute teachers when the classroom teacher attends training at the ESC.					
<b>Performance Objective 5D:</b>	Continue to find avenues to tie the school and the community together to Improve communication and working relationships.					
<b>Strategy</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Documented</b>

	<table><tr><td>Berry, Kenny, administrators</td><td>9/2/2017</td><td>6/5/2024</td><td>local</td><td>improved communication and public relations</td><td>Parentsquare app transcript</td></tr></table>	Berry, Kenny, administrators	9/2/2017	6/5/2024	local	improved communication and public relations	Parentsquare app transcript												
Berry, Kenny, administrators	9/2/2017	6/5/2024	local	improved communication and public relations	Parentsquare app transcript														
Electronic communication & social media	Continued and consistent communication via the Parent Square app																		
Performance Objective 5E:	Improved parental involvement with all students																		
Strategy	<table><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><tr><td>Berry, Kenny, administrators</td><td>10/1/2018</td><td>ongoing</td><td>none</td><td>improved communication and public relations</td><td>documentation records</td></tr></table>	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
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	<table><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><tr><td>Kinslow, Paula,  Campus counselors</td><td>8/2019</td><td>6/20224</td><td>Local funds</td><td>Percentages in each counseling area</td><td>Excel docs</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Kinslow, Paula,  Campus counselors	8/2019	6/20224	Local funds	Percentages in each counseling area	Excel docs
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Kinslow, Paula,  Campus counselors	8/2019	6/20224	Local funds	Percentages in each counseling area	Excel docs														
Counselors	Document duties daily to ensure meeting recommended counseling guidelines																		
Performance Objective 5G:	Provide professional development on mutiple topics such as sex trafficking, sex abuse, suicide prevention, bullying, ESL, GT, dyslexia and other issues affecting students																		
Strategy	<table><tr><th colspan="6">Action Step(s)</th></tr></table>	Action Step(s)																	
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Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented																		
Campus counselors and administrators Kinslow, Paula	8/2019	6/2024	Local funds	Improve student performance	Sign in sheets Agendas																		
Ensure all students provided needed supports	Specific training to address needs																						
Performance Objective 5H:	Trauma Informed Care Policy and training for students and staff (Project Restore)																						
Strategy	<table><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><tr><td>Campus counselors and administrators</td><td>8/2019</td><td>6/2024</td><td>Local funds</td><td></td><td>Sign in sheets Agendas</td></tr></table>					Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Campus counselors and administrators	8/2019	6/2024	Local funds		Sign in sheets Agendas
Action Step(s)																							
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented																		
Campus counselors and administrators	8/2019	6/2024	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

Grants	Funds Available in 2023-2024
Title I Part A NCLB Grant	\$311,239
Title II, Part A flow through from ESC 14	\$38,403
Title IV	\$25,811
Title III	\$1,186
TCLAS	\$533,580
ESSER II	\$1,075,235
ESSER III	\$1,609,883
State Compensatory Education Funds	\$925,078
Special Education	\$1,949,981
Career & Tech	\$1,302,467
Dyslexia	\$46,816
IMA	\$147,000
Perkins SSA funds with Baird ISD	\$19,203
HeadStart	\$70,694
Early Education Allotment	\$125,569
Gifted and Talented	\$28,316

## 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 the 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 the use of technology in ways proven to increase student's 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

## 2023-24 HB 3 Clyde CISD Board Goals

### ***Early Childhood Literacy Goal***

- The percentage of 3rd-grade students from the 2022-23 school year that score meets grade level or above on STAAR Reading will increase from 39% to 49% by June 2024.

### ***Goal Progress Measures***

- The percentage of 1st through 3rd-grade students that score average or above in Reading on the (NWEA MAP) will increase from 69% (Fall administration) to 73% by June 2024 (Spring administration).
- The percentage of K students who score average or above in Reading on the (NWEA MAP) will increase from 93% (Fall Administration) to 95% (Spring Administration) by June 2024.
- The percentage of PreK students that score meets expected targets in Phonological Awareness/Reading at the end of the year (CIRCLE) will increase from 56% (Beginning of the Year) to 65% (End of the Year) by June 2024.

### ***Early Childhood Numeracy Goal***

- The percentage of 3rd-grade students from the 2022-23 school year that score meets grade level or above on STAAR Math will increase from 29% to 39% by June 2024.

### ***Goal Progress Measures***

- The percentage of 1st through 3rd-grade students who score average or above in math on the (NWEA MAP) will increase from 69% (Fall Administration) to 73% (Spring Administration) by June 2024.



- The percentage of K students who score above average in math on the (NWEA MAP) will increase from 84% (Fall Administration) to 87% (Spring Administration) by June 2024.
- The percentage of PreK students who score meeting expected targets in overall math at the end of the year (CIRCLE) will increase from 87% (Beginning of the Year) to 93% (End of the Year) by June 2024.

## **CCMR Goal**

- The percentage of graduates that meet the criteria for CMCR will increase from 84% to 92% by August 2025.

## **Goal Progress Measures**

- TSI Readiness: 40% of students from the Class of 2024 will meet TSI criteria in both math and ELAR (at least 10 economically disadvantaged and 20 non-economically disadvantaged will meet TSI criteria in both subjects)
- College Readiness: 78% of seniors from the Class of 2024 will directly enroll in college (at least 6 economically disadvantaged and 12 non-economically disadvantaged)
- Career Readiness: 30% of the Class of 2024 will earn an Industry -Based Certification

## Shared Service Arrangement Priority for Service (PFS) Action Plan for Migrant Students 2023-2024

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 Texas – New Generation System (TX-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	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u></li> <li>For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are over age for their current grade level.</li> </ul>

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 the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application but allows room for districts to add additional activities. Each district's PFS Action 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.

School District: Clyde CISD
Region: 14

## Priority for Service (PFS) Action Plan

School Year: 2023 - 2024


Completed By: Jo Ann Gonzales
Date: 09/26/2023

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) 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., Emergent Bilingual, economically disadvantaged).

<b>Goal(s):</b> To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	<b>Objective(s):</b> Region 14 MEP and the Shared Service Arrangement districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are PFS.</b>			
<ul style="list-style-type: none"> <li><b>Monthly</b>, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	July 2023-June 2024	ESC 14 MEP Staff	TX-NGS Reports
<ul style="list-style-type: none"> <li><b>Before the first day of school</b>, 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.</li> </ul>	September 2023	ESC 14 MEP Staff District Staff	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li><b>During the academic calendar</b>, 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 TX-NGS Priority for Service (PFS) reports.</li> </ul>	August 2023-July 2024	District Staff ESC 14 MEP Staff	TX-NGS Reports, Email Communications, PFS Criteria
<ul style="list-style-type: none"> <li><b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	August 2023-July 2024	District Staff ESC 14 MEP Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms

<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.</li> </ul>	August 2023-July 2024	District Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	August 2023-July 2024	District Staff	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
<ul style="list-style-type: none"> <li>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.</li> </ul>	August 2023-July 2024	District Staff	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	August 2023-July 2024	District Staff	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

  
 LEA Signature

9/26/2023  
 Date Completed

  
 ESC Signature

September 27, 2023  
 Date Received

## Clyde CISD Parent and Family Engagement Policy

<b>2023-2024 Parent and Family Engagement (PFE) Program</b>	
<b>What is it?</b>	<p>Clyde CISD is committed to our vision: CCISD will empower successful leaders for the challenges of the future. This policy was developed jointly and agreed upon with parents. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.</p>
<b>Expectations &amp; Objectives</b>	<p>Parents and families are a child's first teachers. Students imitate adults from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. Our PFE Program exists to foster communication and decision-making with parents about student performance and collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> <li>● Increasing effective two-way communication between school and home is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.</li> <li>● If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaptation.</li> <li>● Learning together leads to a better school and home life.</li> <li>● Being a life-long learner can prevent some health issues that often occur later in life.</li> </ul>

<p><b>Clyde CISD will:</b></p>	<ul style="list-style-type: none"> <li>● Create a district site-based committee composed of parents that will assist in planning, developing, evaluating, and revising support of school improvement plans.</li> <li>● Hold regular meetings where the parent advisory board will seek input from families, community members, and educators</li> <li>● The district will coordinate and integrate parent and family engagement strategies with other federal, state, and local programs such as Head Start, Perkins IV, and McKinney Vento.</li> <li>● Distribute the PFE Policy to parents and the community by: <ul style="list-style-type: none"> <li>○ Posting on our district website and keeping it up-to-date</li> <li>○ Having copies or a digital version available at all annual meetings</li> </ul> </li> <li>● Per request, provide the qualifications of a child's teacher</li> <li>● Assist schools in the evaluation and revision of their PFE policy and school-parent compact</li> <li>● Provide training to every district employee on the most effective PFE strategies</li> <li>● Meet the Teacher, August 2023</li> <li>● Open House September 2023</li> <li>● Parent Teacher Conferences—Month of October but year-round</li> <li>● Junior High Courses Offered April 2024</li> <li>● Junior High Courses Offered incoming 5th: April 2024</li> <li>● High School Courses Offered: March 4, 2024</li> <li>● High School Courses Offered March 1, 2024</li> <li>● College, Career, and Military Night</li> <li>● Military Entrance Exam: October 16, 2023</li> <li>● College Entrance Exams: October 18th ACT</li> <li>● College Entrance Exams: November 8th</li> <li>● FASFA Night: November: 13th at 6 pm</li> <li>● Choosing a Degree Plan: September 27, 2023</li> <li>● Choosing a Degree Plan: TBD</li> </ul> <p>Please fill out this <a href="#">survey</a> to help us meet your needs for other training</p>
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	use the information to design evidence-based strategies for effective parental involvement activities. The data from the surveys and evaluations will be reviewed by the district site base committee yearly.
<b>Espanol</b>	<a href="#">Haz cli aqui</a> Revised October 2023