

2024-2025 Clyde Consolidated Independent School

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: Bryan Allen; Paula Kinslow

Comprehensive Needs Assessment

A comprehensive needs assessment conducted by the district and individual campuses guides planning for the 2024-25 school year. Clyde CISD is 78% white, 17% Hispanic, 4.2% two or more races, and .8% African American. 48.6% of the students are economically disadvantaged, 0.9% are English Language Learners, and 15.2% receive special education services. Scores from the 2024 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 focused on planning for this school year around growth. 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 contracting with a licensed professional counselor to provide services on campus. High-impact tutoring and other instructional strategies to improve performance were utilized.

Data from 2024 reveals the district was at or above the state average in 10 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 17 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.

(Ratings Delayed Release Again)

In 2024, Clyde CISD and all campuses did not receive a rating in student achievement, in school progress, or in closing the gaps. The goal is that no student goes backward in progressing through the learning continuum. The district and campuses will focus on achieving the targets

for special education student performance and other subpopulations under closing the gap especially. S The tutorial programs provided through compensatory education will be evaluated to determine effectiveness.

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|--|---|-----------------------|---------------------|------------------|--|------------------------------|
| 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 |
| | Allen, Bryan | 7/14/2024 | 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 | 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) | | | | | |

| | <table><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>Lytle, Saicy; Neal, Mike; McGuire, Paul</td><td>8/10/2018</td><td>6/5/2024</td><td>none</td><td>Staff PD evaluations</td><td>Sign in sheets</td></tr></table> | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Lytle, Saicy; Neal, Mike; McGuire, Paul | 8/10/2018 | 6/5/2024 | none | Staff PD evaluations | Sign in sheets | | | | | | |
|---|--|-----------------------|----------------|-------------------------------|--|----------------------|------------|---|----------------|--------------|-----------|----------------------|----------------|---|-----------|-------------|-------------|-------------------------------|--|
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Lytle, Saicy; 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 1C: | Vertical alignment PLC meetings core areas: ELAR, Math Science, Social Studies, and special education. | | | | | | | | | | | | | | | | | | |
| 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 Allen, Bryan 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> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Kinslow, Paula Allen, Bryan Campus administrators | Fall 2021 | Ongoing | local funds | none | sign-in sheets agenda |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Kinslow, Paula Allen, Bryan 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 1D: | Continue to partner with Community in Schools to put a student success coach on every campus to address needs from 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 Allen, Bryan</td><td>Fall 2024</td><td>Spring 2025</td><td>Comp Ed</td><td>Caseload 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 Allen, Bryan | Fall 2024 | Spring 2025 | Comp Ed | Caseload 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 Allen, Bryan | Fall 2024 | Spring 2025 | Comp Ed | Caseload list for each campus | Improved attendance and academic performance | | | | | | | | | | | | | | |
| Added coach for both Elementary and Intermediate | Coaches stationed at all campuses | | | | | | | | | | | | | | | | | | |
| Performance Objective 1E: | Clyde CISD will continue the process of creating a Teacher Incentive Allotment plan with the help of Kruez Consulting | | | | | | | | | | | | | | | | | | |

| Strategy | Action Step(s) | | | | | |
|---|---|----------------|--------------|-------------------------|--|---------------|
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Kinslow, Paula Allen, Bryan | Fall 2021 | Spring 2025 | Local funds | Lower turnover rate end of 23-24 sy | Turnover rate |
| Help recruit and retain teachers | The teacher distinctions will help with the required accelerated instruction and recruitment of employees. Expanded plan to JH campus. | | | | | |
| Performance Objective 1F: | Maintain a Grow Your Own program for paraprofessionals in the 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 Allen, Bryan | Fall 2022 | Spring 2025 | Title II | | Signed MOU |
| Decrease turnover and ease the hiring process for future openings | Provide a pipeline of talent for future job positions. | | | | | |
| Strategic Objective/ Goal 2: | Clyde CISD will build a foundation of ELAR and Math where every individual student is prepared for success in college, career, or the military. | | | | | |
| Performance Objective 2: | Provide professional development on engaging research-based instructional practices. | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Munoz, Jamie; Odom, Patrick; Parker, Joshua Hodges, Casey | 8/24/2018 | 6/5/2025 | federal and local funds | routine assessment data throughout the school year | TAPR report |

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|---|---|-----------------------|---------------------|-------------------|--|----------------------------|
| 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. NWEA MAP testing district-wide to measure growth | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Allen, Bryan Kinslow, Paula | 9/1/2021 | 6/5/2024 | Federal and Local | each grading cycle | data rooms and reports |
| Data-driven reports are to be completed, compiled, and assessed to develop action plans for continuous improvement and evaluation of all programs and instruction | <p>Data-driven campus/departments/district</p> <p>Use Axiom, lead4ward reports, MAP, and other euphoria-created tools to increase all student growth.</p> | | | | | |
| Performance Objective 2B: | 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 | 5/2024 | none | Improved common assessment performance | instructional walkthroughs |
| RDA* | Send special education teachers to reading, writing, and other workshops to improve student performance and instructional practices. | | | | | |
| Performance Objective 2C: | Provide a T-TESS coaching model of professional development and student growth to improve principal, teacher, and student performance. | | | | | |
| Strategy | Action Step(s) | | | | | |

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|--|--|-----------------------|----------------|----------------------|------------------------|----------------------|------------|---|----------------|--------------|-----------|----------------------|-------------------|--|----------|----------|------|--|------------------------|
| 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 of and prepared for the increase in evaluation rigor as well as testing rigor. Effective Schools Framework Implemented 2019-2020 | | | | | | | | | | | | | | | | | | |
| Performance Objective 2D: | Continue Conscious Discipline training for elementary and intermediate personnel as well as add restorative discipline strategies at the secondary level. | | | | | | | | | | | | | | | | | | |
| 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>Parker, Joshua Munoz, Jamie Hodges, Casey Odom, Patrick</td><td>8/8/2016</td><td>6/5/2024</td><td>none</td><td></td><td>sign-in sheets, agenda</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Parker, Joshua Munoz, Jamie Hodges, Casey Odom, Patrick | 8/8/2016 | 6/5/2024 | none | | sign-in sheets, agenda |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Parker, Joshua Munoz, Jamie Hodges, Casey Odom, Patrick | 8/8/2016 | 6/5/2024 | none | | sign-in sheets, agenda | | | | | | | | | | | | | | |
| Discipline | Decrease discipline referrals and time removed from class | | | | | | | | | | | | | | | | | | |

| Performance Objective 2E: | Raise expectations for levels of performance and participation across the board--UIL academics, extracurriculars, CTE, CCMR, and dual credit. | | | | | | | | | | | | | | | | | | |
|--|---|----------------|-----------|---|------------------------|--|--|-----------------------|----------------|--------------|-----------|----------------------|------------|--|----------|----------|------|---|------------------------|
| 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>Odom, Patrick Hodges, Casey Munoz, Jamie Parker, Joshua Kinslow, Paula Allen, Bryan</td><td>8/8/2016</td><td>6/5/2024</td><td>none</td><td>Increased student participation and performance</td><td>sign-in sheets, agenda</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Odom, Patrick Hodges, Casey Munoz, Jamie Parker, Joshua Kinslow, Paula Allen, Bryan | 8/8/2016 | 6/5/2024 | none | Increased student participation and performance | sign-in sheets, agenda |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Odom, Patrick Hodges, Casey Munoz, Jamie Parker, Joshua Kinslow, Paula Allen, Bryan | 8/8/2016 | 6/5/2024 | none | Increased student participation and performance | sign-in sheets, agenda | | | | | | | | | | | | | | |

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|--|---|-----------------------|---------------------|-------------------------------|---|---|
| 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 2F: | 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 Parker, Joshua Hodges, Casey Odom, Patrick | 8/2017 | 5/2024 | Local funds and federal funds | Increase unit assessments, MAP data, STAAR scores | Meeting sign-in sheets, documents created |
| RDA* | Be consistent between buildings and across grade levels to use the same research-based strategies to improve reading. | | | | | |
| Performance Objective 2G: | Focus on low socioeconomic student performance in areas of Math, Reading, Science, and Social Studies. | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Allen, Bryan Kinslow, Paula Parker, Joshua Munoz, Jamie | 8/2017 | 6/2024 | ESC 14 Staff Local funds | Improved scores Benchmark exams | Scores |
| | Provide strategies and focus to improve this subpopulation's academic performance in relation to the district equity plan. | | | | | |
| Performance Objective 2H: | 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 |
| | Odom, Patrick | 8/2019 | 6/2024 | Local funds | 100% FAFSA | Sign in Sheets |

| | <table><tr><td>HS Counselors Hodges, Casey JH Counselor Kinslow, Paula</td><td></td><td></td><td></td><td></td><td>completions</td><td></td></tr></table> | HS Counselors Hodges, Casey JH Counselor Kinslow, Paula | | | | | completions | | | | | | | | | | | | |
|--|--|--|----------------------|---|---|--|-------------|-----------------------|----------------|--------------|-----------|----------------------|------------|--|--------|--------|----------------------|---|---|
| HS Counselors Hodges, Casey JH Counselor Kinslow, Paula | | | | | completions | | | | | | | | | | | | | | |
| 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 2I: | K-3 core and special education teachers attend Reading Academy training through ESC 14. | | | | | | | | | | | | | | | | | | |
| 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 Parker, Joshua Munoz, Jamie</td><td>8/2021</td><td>6/2022</td><td>Title I funds</td><td>Progress Reports</td><td>Sign-in Sheets Progress of Artifacts</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Kinslow, Paula Parker, Joshua Munoz, Jamie | 8/2021 | 6/2022 | Title I funds | Progress Reports | Sign-in Sheets Progress of Artifacts |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Kinslow, Paula Parker, Joshua 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 2J: | Create an SSA between Baird ISD and Clyde ISD to increase certifications offered and increase CTE completers. | | | | | | | | | | | | | | | | | | |
| 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 Allen, Bryan Hodges, Casey</td><td>8/2021</td><td>8/2024</td><td>Perkins Funds SSA</td><td>Number of certifications earned by students</td><td>ADA and CTE completers</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Kinslow, Paula Allen, Bryan Hodges, Casey | 8/2021 | 8/2024 | Perkins Funds SSA | Number of certifications earned by students | ADA and CTE completers |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Kinslow, Paula Allen, Bryan 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 | | | | | | | | | | | | | | | | | | |
| Performance Objective 2K: | Partner with online tutoring services to provide one-on-one individualized tutoring to help close the achievement gap due | | | | | | | | | | | | | | | | | | |

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| | to the pandemic | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Kinslow, Paula Hodges, Casey Odom, Patrick 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 | | | | | |
| Performance Objective 2L: | Participate in Texas Instructional Leadership for third-year | | | | | |
| | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Kinslow, Paula Munoz, Jamie Parker, Joshua Davis, Erin Hodges, Casey Lori Goldston Cumby, Richard Odom, Patrick Allen, Bryan | 5/2022 | 5/20224 | Title II | Increase unit assessments, MAP data, STAAR scores | Meeting sign-in sheets, documents created |
| RDA* Improve student performance | Align lesson plans and formative assessments to ensure rigor and focus. | | | | | |
| 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 the need for technology and improving the instructional process as well as food service | | | | | |

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|--|---|-----------------------|---------------------|------------------|---|--------------------|
| | from the student's perspective. | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Allen, Bryan; Neal, Mike; Lytle, Saicy, 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. | | | | | |
| Performance Objective 3A: | Professional Development plans to incorporate the technology integrator and the TEKS resources system into PLCs and district planning days. | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Lytle, Saicy Kinslow, Paula, Allen, Bryan | 9/2/2016 | 6/5/2024 | 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. | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Odom, Patrick Hodges, Casey Kinslow, Paula | 9/2/2017 | 6/5/2024 | Local funds | improvement student engagement and learning | Field trip rosters |

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| Create a culture and educate students for the future | College and career-related trips and informational days for students to explore options after high school Utilize Texas Workforce Outreach specialist for the district Implement CTE courses in 8th grade to strengthen the CTE pipeline into HS. | | | | | |
| Performance Objective 3C: | Utilize Xello a career exploration program in grades 6-12 to promote employment awareness | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Odom, Patrick 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 | | | | | |

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| 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 |
| | Neal, Rhonda | 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) | | | | | |

| | <table><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>Neal, Rhonda</td><td>9/1/2017</td><td>8/31/2024</td><td>none</td><td>Monthly staff meetings</td><td>FIRST Rating</td></tr></table> | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Neal, Rhonda | 9/1/2017 | 8/31/2024 | none | Monthly staff meetings | FIRST Rating | | | | | | |
|---------------------------------------|--|-----------------------|---|---|----------------------------------|----------------------|------------|-----------------------|----------------|--------------|-----------|------------------------|--------------|------------------------------|----------|-----------|---|---|----------------------------------|
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Neal, Rhonda | 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 | <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>Neal, Rhonda Allen, Bryan</td><td>9/1/2022</td><td>8/31/2024</td><td>School Safety Grant funds and local funds</td><td>Decrease in discipline referrals</td><td>Surveys from staff and community</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Neal, Rhonda Allen, Bryan | 9/1/2022 | 8/31/2024 | School Safety Grant funds and local funds | Decrease in discipline referrals | Surveys from staff and community |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Neal, Rhonda Allen, Bryan | 9/1/2022 | 8/31/2024 | School Safety Grant funds and local funds | Decrease in discipline referrals | Surveys from staff and community | | | | | | | | | | | | | | |
| | Partnership with the City of Clyde for SRO positions---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. | | | | | | | | | | | | | | | | | | |
| 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>Allen, Bryan SROs</td><td>9/1/2019</td><td>8/31/2024</td><td>Title IV funds and local funds</td><td>Plan developed and revised periodically</td><td>Sign in sheets</td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Allen, Bryan SROs | 9/1/2019 | 8/31/2024 | Title IV funds and local funds | Plan developed and revised periodically | Sign in sheets |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Allen, Bryan SROs | 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 4E: | Provide intensive summer learning program for students to fill in gaps related to the pandemic | | | | | | | | | | | | | | | | | | |
| Strateg | Action Step(s) | | | | | | | | | | | | | | | | | | |

| | <table><tr><th>Person(s) Responsible</th><th>Tlmeine Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Allen, Bryan 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> | Person(s) Responsible | Tlmeine Start | Timeline End | Resources | Formative Evaluation | Documented | Allen, Bryan Administrators | 9/1/2021 | 8/31/2024 | TCLAS | Improve student academic performance | Sign in sheets | | | | | | |
|------------------------------|---|-----------------------|--------------------|--------------------------------------|----------------|----------------------|------------|-----------------------------|----------------|--------------|-----------|--------------------------------------|----------------|-----------------------------|------------|-------------|--------------------|--------------------------------------|--|
| Person(s) Responsible | Tlmeine Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Allen, Bryan 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. | | | | | | | | | | | | | | | | | | |
| Performance Objective 4F: | 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 | <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>Allen, Bryan Administrators</td><td>11/10/2021</td><td>8/31/2024</td><td>Local funds</td><td></td><td></td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Allen, Bryan Administrators | 11/10/2021 | 8/31/2024 | Local funds | | |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Allen, Bryan 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 | | | | | | | | | | | | | | | | | | |
| Performance Objective 4G: | Install a radio repeater to assist first responders and SROs when communicating inside school buildings. | | | | | | | | | | | | | | | | | | |
| 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>Technology Staff</td><td>Fall 2024</td><td>Spring 2025</td><td>Safety grant funds</td><td>Improved communication during drills</td><td></td></tr></table> | Action Step(s) | | | | | | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | Technology Staff | Fall 2024 | Spring 2025 | Safety grant funds | Improved communication during drills | |
| Action Step(s) | | | | | | | | | | | | | | | | | | | |
| Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented | | | | | | | | | | | | | | |
| Technology Staff | Fall 2024 | Spring 2025 | Safety grant funds | Improved communication during drills | | | | | | | | | | | | | | | |
| | Improve communication effectiveness between school and law enforcement. | | | | | | | | | | | | | | | | | | |
| 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 |
| | Allen, Bryan | 8/10/2016 | 6/5/2025 | 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> | | | | | |
| Performance Objective 5A: | Community Leadership Events and other events to promote parental involvement | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Parker, Joshua Hodges, Casey Munoz, Jamie Odom, Patrick | 8/28/2017 | 6/1/2025 | Local funds | Improved community presence on campuses | Sign in sheets |
| Promote relations between the school and the 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 | 6/5/2025 | 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 5C: | 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 |
| | Allen, Bryan, administrators | 9/2/2017 | 6/5/2025 | local | improved communication and public relations | Parentsquare app transcript |
| Electronic communication & social media | Continued and consistent communication via the Parent Square app | | | | | |
| Performance Objective 5D: | Improved parental involvement with all students | | | | | |
| Strategy | Action Step(s) | | | | | |
| | Person(s) Responsible | Timeline Start | Timeline End | Resources | Formative Evaluation | Documented |
| | Allen, Bryan, 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 5E: | 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 | 6/20225 | Local funds | Percentages in each counseling area | Excel docs |

| | | | | | | |
|--|--|-----------------------|---------------------|------------------|-----------------------------|---------------------------|
| Counselors | Document duties daily to ensure meeting recommended counseling guidelines | | | | | |
| Performance Objective 5F: | 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 | 6/2025 | Local funds | Improve student performance | Sign in sheets Agendas |
| Ensure all students provided needed supports | Specific training to address needs | | | | | |

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

Federal and State Grant Sources

Grants

Funds Available in 2024-2025

| | |
|---|-------------|
| Title I Part A NCLB Grant | \$289,105 |
| Title II, Part A flow through from ESC 14 | \$49,292 |
| Title IV | \$23,159 |
| Title III | \$1,141 |
| State Compensatory Education Funds | \$1,290,429 |
| Special Education | \$330,869 |
| IDEA B Preschool | \$14,263 |
| Career & Tech | \$590,042 |
| Dyslexia | \$127,331 |
| IMA | \$125,375 |
| Perkins SSA funds with Baird ISD | \$19,638 |
| HeadStart | \$116,418 |
| Early Education Allotment | \$367,590 |
| Gifted and Talented | \$66,380 |

The Clyde State Compensatory Education Program Policies and Procedures Manual delineates how the district operates its compensatory education funds.

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

2024-25 HB 3 Clyde CISD Board Goals

Early Childhood Literacy Goal

- The percentage of 3rd-grade students from the 2023-24 school year that score meets grade level or above on STAAR Reading will increase from 40% to 47% by June 2025.

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 70% (Fall administration) to 74% by June 2025 (Spring administration).
- The percentage of K students who score average or above in Reading on the (NWEA MAP) will increase from 87% (Fall Administration) to 90% (Spring Administration) by June 2025.
- The percentage of PreK students that score meets expected targets in Phonological Awareness/Reading at the end of the year (CIRCLE) will increase from 50% (Beginning of the Year) to 65% (End of the Year) by June 2025.

Early Childhood Numeracy Goal

- The percentage of 3rd-grade students from the 2023-24 school year that score meets grade level or above on STAAR Math will increase from 38% to 45% by June 2025.

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 72% (Fall Administration) to 75% (Spring Administration) by June 2025.

- The percentage of K students who score above average in math on the (NWEA MAP) will increase from 86% (Fall Administration) to 90% (Spring Administration) by June 2025.
- The percentage of PreK students who score meeting expected targets in overall math at the end of the year (CIRCLE) will increase from 65% (Beginning of the Year) to 80% (End of the Year) by June 2025.

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 2025 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: 80% of seniors from the Class of 2025 will directly enroll in college (at least 6 economically disadvantaged and 12 non-economically disadvantaged)
- Career Readiness: 30% of the Class of 2025 will earn an Industry -Based Certification



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 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 (PFS) Criteria | |
|--|--|
| Grades 3-12, Ungraded (UG) or Out of School (OS) | <ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</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>AND</p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p>OR</p> <ul style="list-style-type: none"> For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level. |

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

| | | | |
|----------------|------------------|---|--------------------|
| Region: | District Number: | Priority for Service (PFS) Action Plan | Completed By: |
| 14 | 030-902 | | |
| District Name: | | School Year | Date: |
| Clyde CISD | | 2024-2025 | September 18, 2024 |

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)


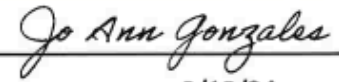
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

| | | | |
|---|---|--|---|
| LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below. | | ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate. | |
| LEA Staff Signature |  | ESC Reviewer Signature |  |
| Date | 9/20/2024 | Date Review Complete | 9/18/24 |

| | | |
|---------------------|-------------------------|------------------------|
| School Year: | 2024-2025 | PFS Action Plan |
| Region: | District Number: | District Name: |
| 14 | 030-902 | Clyde CISD |

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

| Goal(s): | Objective(s): |
|--|--|
| To ensure that identified Priority for Service (PFS) migrant students in Clyde CISD receive interventions in order to succeed in school. | Clyde CISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students. |

| | | |
|--------------|------------------|-----------------|
| School Year: | 2024-2025 | PFS Action Plan |
| Region: | District Number: | District Name: |
| 14 | 030-902 | Clyde CISD |

PFS Action Plan must address all the required strategies.

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|--|-----------------------|--|-------------------------|
| Monitoring the progress of eligible migratory students who are PFS. | | | |
| ▪ Monthly , run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. | monthly | MEP Program Coordinator, ESC 14 MEP Staff | PFS Reports from TX-NGS |
| ▪ 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. | Before Sept. 30, 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Action Plan |
| Additional Activities | | | |
| ▪ | | | |

| | | |
|---------------------|-------------------------|------------------------|
| School Year: | 2024-2025 | PFS Action Plan |
| Region: | District Number: | District Name: |
| 14 | 030-902 | Clyde CISD |

PFS Action Plan must address all the required strategies.

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|--|---|---|--|
| Communicating the progress and determining needs of eligible migratory students who are PFS. | | | |
| ▪ 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 TX-NGS Priority for Service (PFS) reports. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Reports from TX-NGS, Training & Materials, Email |
| ▪ During the academic calendar , the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Student Progress Review, Contact Log |
| ▪ 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. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Student Progress Review, Contact Log |
| Additional Activities | | | |
| ▪ | | | |

| | | |
|--------------|------------------|-----------------|
| School Year: | 2024-2025 | PFS Action Plan |
| Region: | District Number: | District Name: |
| 14 | 030-902 | Clyde CISD |

PFS Action Plan must address all the required strategies.

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|--|---|--|--|
| Providing services to eligible migratory students who are PFS. | | | |
| ▪ 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. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS |
| ▪ 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. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS |
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. | Quarterly-Sept., Dec., Feb., April 2024 | MEP Program Coordinator, ESC 14 MEP Staff | PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS |
| Additional Activities | | | |
| ▪ | | | |

Clyde CISD Parent and Family Engagement Policy

| 2024-25 Parent and Family Engagement (PFE) Program | |
|--|--|
| What is it? | <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> |
| Expectations & Objectives | <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"> ● 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. ● 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. ● Learning together leads to a better school and home life. ● Being a life-long learner can prevent some health issues that often occur later in life. |

| | |
|--------------------------------|---|
| <p>Clyde CISD will:</p> | <ul style="list-style-type: none"> ● Create a district site-based committee composed of parents that will assist in planning, developing, evaluating, and revising support of school improvement plans. ● Hold regular meetings where the parent advisory board will seek input from families, community members, and educators. ● 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. ● Distribute the PFE Policy to parents and the community by: <ul style="list-style-type: none"> ○ Posting on our district website and keeping it up-to-date ○ Having copies or a digital version available at all annual meetings ● Per request, provide the qualifications of a child's teacher ● Assist schools in the evaluation and revision of their PFE policy and school-parent compact ● Provide training to every district employee on the most effective PFE strategies ● Freshman Orientation, August 2024 ● Open House August 2024 ● Parent Teacher Conferences—Month of October but year-round ● Junior High Courses Offered April 2025 ● Junior High Courses Offered incoming 5th: April 2025 ● High School Courses Offered: March 2025 ● College, Career, and Military Night ● Military Entrance Exam: October 24th, 2024 ● College Entrance Exams: October 9th PSAT/NMSQT ● College Entrance Exams: October 18th ACT ● College Entrance Exams: November TSIA2 ● FASFA Night: November 2024 ● Choosing a Degree Plan: September 2024 ● Choosing a Degree Plan: TBD <p>Please fill out this survey 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. |
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