

2025-26 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 2025-26 school year. Clyde CISD is 75% white, 18% Hispanic, 4% two or more races, and 2% African American. 48% of the students are economically disadvantaged, 0.2% are English Language Learners, and 17% receive special education services. Scores from the 2025 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 II funds were also allocated to improve the new teacher mentor program for Clyde CISD. Stipends were issued for four mentor teachers throughout the district to work closely with new employees in Clyde and new teachers to the profession. 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.

Clyde CISD earned a B rating, with Clyde High School earning an A, Clyde Junior High a C, Clyde Intermediate and Elementary a B letter grade.. Data from 2025, reveals the district was at or above the state average in 17 out of 20 areas for Approaches Grade Level, 15 out of 20 for Meets Grade Level, and 11 out of 20 in Masters Grade Level. Overall, the Domain I Average scores were 15 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. Clyde Junior High's focus will also be on student growth as well as improving student achievement in Math. 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 was 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 expanded its Teacher Incentive Allotment program eligibility to include over 95% of teachers in an attempt to recruit and retain quality teachers.

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	7/14/2025	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	8/10/205	6/5/2026	Local funds	A lower turnover rate in 25-26	Sign-in sheets at job fairs
Retain effective teachers	New teacher induction 2 days, support, competitive salary scales with schools of our size, cost of living adjustment, continued validation of teacher importance by administrators and board members, and the 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
	Lytle, Saicy; Neal, Mike; McGuire, Paul	8/10/2025	6/5/2026	none	Staff PD evaluations	Sign-in sheets

Job-embedded PD	Technology and curriculum training are 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	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Allen, Bryan Campus administrators	Fall 2025	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 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	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Comp Ed	Caseload list for each campus	Improved attendance and academic performance
Campus-specific support provided	Coaches are stationed at all campuses					
Performance Objective 1E:	Clyde CISD will continue the process of creating a Teacher Incentive Allotment plan.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

	<table><tr><td>Kinslow, Paula Allen, Bryan</td><td>Fall 2025</td><td>Spring 2026</td><td>Local funds</td><td>Lower turnover rate end of 25-26 sy</td><td>Turnover rate</td></tr></table>	Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Local funds	Lower turnover rate end of 25-26 sy	Turnover rate												
Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Local funds	Lower turnover rate end of 25-26 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 all campuses.																		
Performance Objective 1F:	Maintain a Grow Your Own program for paraprofessionals in the district to go back to school to become teachers.																		
	<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 2025</td><td>Spring 2026</td><td>Title II</td><td></td><td>Signed MOU</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Title II		Signed MOU
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	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	<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>Munoz, Jamie; Odom, Patrick; Parker, Joshua Hodges, Casey</td><td>8/24/2024</td><td>6/5/2026</td><td>federal and local funds</td><td>routine assessment data throughout the school year</td><td>TAPR report</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Munoz, Jamie; Odom, Patrick; Parker, Joshua Hodges, Casey	8/24/2024	6/5/2026	federal and local funds	routine assessment data throughout the school year	TAPR report
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Munoz, Jamie; Odom, Patrick; Parker, Joshua Hodges, Casey	8/24/2024	6/5/2026	federal and local funds	routine assessment data throughout the school year	TAPR report														
Accountability	Meet federal and state accountability in all areas--data-focused rooms, PLC times, and attention to every student.																		
Performance Objective 2A:	Dissect Data reports to evaluate how the district/campuses are doing toward increasing the meets/master's 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	9/1/2024	6/5/2026	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	Data-driven campus/departments/district Use Axiom, Lead4ward reports, MAP, and other euphoria-created tools to increase all student growth.					
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	9/2024	5/2026	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)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	8/21/2018	6/1/2024	none	none	attendance

	<table><tr><td>Campus administrators</td><td></td><td></td><td></td><td></td><td></td><td>roster</td></tr></table>	Campus administrators						roster
Campus administrators						roster		
Increased effectiveness--coaching model	All stakeholders are aware of and prepared for the increase in evaluation rigor as well as testing rigor.							
Performance Objective 2D:	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		
	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	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	
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	8/2024	6/2026	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 HS Counselors Hodges, Casey JH Counselor	8/2019	6/2024	Local funds	100% FAFSA completions	Sign in Sheets

	<table><tr><td>Kinslow, Paula</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Kinslow, Paula																	
Kinslow, Paula																			
Promote College and Career Culture	Food and FAFSA night at the HS, and continue to explain processes to JH and HS students and parents for after high school endeavors.																		
Performance Objective 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:	Participate in Texas Instructional Leadership for fourth year																		
	<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 Munoz, Jamie Parker, Joshua Davis, Erin Hodges, Casey Lori Goldston Cumby, Richard Odom, Patrick Allen, Bryan</td><td>5/2022</td><td>5/20224</td><td>Title II</td><td>Increase unit assessments, MAP data, STAAR scores</td><td>Meeting sign-in sheets, documents created</td></tr></table>	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
	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														
	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 from the students' 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	6/5/2026	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	6/5/2026	local funds	improving student engagement and learning	PD rosters
Improve the 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

	<table><tr><td>Odom, Patrick Hodges, Casey Kinslow, Paula</td><td>9/2/2025</td><td>6/5/2026</td><td>Local funds</td><td>improving student engagement and learning</td><td>Field trip rosters</td></tr></table>	Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Local funds	improving student engagement and learning	Field trip rosters												
Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Local funds	improving student engagement and learning	Field trip rosters														
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 a 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	<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 Kinslow, Paula</td><td>9/2/2025</td><td>6/5/2026</td><td>Perkins funds</td><td>improving student engagement and learning</td><td>Usage reports</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Perkins funds	improving student engagement and learning	Usage reports
	Action Step(s)																		
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented													
Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Perkins funds	improving 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																		

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	9/1/205	8/31/2026	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
	Neal, Rhonda	9/1/2025	8/31/2026	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)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Neal, Rhonda Allen, Bryan Faulkenbery, Stephen	9/1/2025	8/31/2026	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	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Faulkenbery, Stephen SRO	9/1/2025	8/31/2026	Title IV funds and local funds	The plan is developed and revised periodically	Sign-in sheets
Work with SRO to ensure plans are aligned	All campuses and staff are trained as required by law.					

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	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Allen, Bryan Administrators	11/10/2021	8/31/2026	Local funds		Training sign-in sheets
	Dating violence materials will be incorporated into the curriculum, with information about how to seek help if needed					

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	8/10/2025	6/5/2026	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.	The Leader in Me training for all campuses. CHS began on the Leader in Me journey in the 2020-21 school year, using LIM as a character education program required by legislation.					
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	8/28/2017	6/1/2025	Local funds	Improved community	Sign-in sheets

	Munoz, Jamie Odom, Patrick				presence on campuses	
Promote relations between the school and the community	Students conduct leadership activities at numerous events throughout the course of the year. October is Parental Involvement Month to promote partnership between home and school.					
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	8/8/2025	6/5/2026	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	9/2/205	6/5/2026	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 (Two parent conference opportunities provided)					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

	<table><tr><td>Allen, Bryan, administrators</td><td>10/1/2025</td><td>Ongoing Provide 2 opportunities yearly</td><td>none</td><td>improved communication and public relations</td><td>documentation records</td></tr></table>	Allen, Bryan, administrators	10/1/2025	Ongoing Provide 2 opportunities yearly	none	improved communication and public relations	documentation records												
Allen, Bryan, administrators	10/1/2025	Ongoing Provide 2 opportunities yearly	none	improved communication and public relations	documentation records														
Parental Involvement Month	Parent conferences, emails, and other forms of communication are used to target all students and their academic progress.																		
Performance Objective 5E:	Provide professional development on multiple 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><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 Kinslow, Paula</td><td>8/2019</td><td>6/2026</td><td>Local funds</td><td>Improve student performance</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 Kinslow, Paula	8/2019	6/2026	Local funds	Improve student performance	Sign-in sheets Agendas
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Campus counselors and administrators Kinslow, Paula	8/2019	6/2026	Local funds	Improve student performance	Sign-in sheets Agendas														
Ensure all students are provided needed supports	Specific training to address needs																		
Performance Objective 5F:	Participate in strategic planning with Moak Casey to develop a strategic plan for the district.																		
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>Board of Trustees Superintendent Administrators and stakeholders</td><td>11/2025</td><td>2/2026</td><td>Local funds</td><td>Improve student performance</td><td>Sign-in sheets Agendas</td></tr></table>	Action Step(s)						Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented	Board of Trustees Superintendent Administrators and stakeholders	11/2025	2/2026	Local funds	Improve student performance	Sign-in sheets Agendas
Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Board of Trustees Superintendent Administrators and stakeholders	11/2025	2/2026	Local funds	Improve student performance	Sign-in sheets Agendas														
Ensure the district is focused on continuous improvement																			

Federal and State Grant Sources

Grants

Funds Available in 2025-2026

Title I Part A ESSA Grant	\$259,386
Title II, Part A flow through from ESC 14	\$47,135
Title IV	\$21,712
Title III	\$262
State Compensatory Education Funds	\$1,338,223
Special Education	\$1,491,496
Career & Tech	\$826,654
Dyslexia	\$84,743
IMA	\$77,994
Perkins SSA with ESC 14	\$14,438
HeadStart	\$104,550
Early Education Allotment	\$311,143
Gifted and Talented	\$84,824

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 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

2025-26 HB 3 Clyde CISD Board Goals

Early Childhood Literacy Goal

- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 RLA assessment will grow from 43% to 53% by May 2026.

Goal Progress Measures

- 55% of students in K-3 will meet their individual projected growth measure on the NWEA Reading assessment by the end of May 2026.
- The percentage of PreK students who 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 May 2026.

Early Childhood Numeracy Goal

- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 MATH assessment will grow from 27% to 40% by May 2026.

Goal Progress Measures

- 55% of students in K-3 will meet their individual projected growth measure on the NWEA Math assessment by the end of May 2026.
- 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 May 2026.

CCMR Goal

- The percentage of graduates who meet the criteria for CMCR will increase from 82% to 86% by August 2026.

Goal Progress Measures

- TSI Readiness: 60% of students from the Class of 2026 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: 82% of seniors from the Class of 2026 will directly enroll in college (at least 6 economically disadvantaged and 12 non-economically disadvantaged)
- Career Readiness: 37% of the Class of 2026 will earn an Industry-Based Certification

Clyde CISD Parent and Family Engagement Policy

2025-26 Parent and Family Engagement (PFE) Program	
What is it?	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.
Expectations & Objectives	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: ● 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.

Clyde CISD will:	● 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: ○ 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 ● Meet the Teacher ● Parent Teacher Conferences–Month of October, and year-round as needed ● Junior High Courses offered April 2026 ● Junior High Courses Offered Incoming 5th April 2026 ● High School Courses Offered: March 2026 Please fill out this survey to help us meet your needs for other training. 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-based committee yearly.
Espanol	Haz cli aqui



Title I, Part C – Texas Migratory Education Program (TX-MEP) 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 Title I, Part C. 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)	- Who have made a qualifying move within the previous 1-year period; AND - 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	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

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 2 – 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		Jo Ann Gonzales, ESC 14 Consultant
District Name:		School Year	Date:
Clyde CISD		2025-2026	09/17/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – 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 determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory 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	9/19/2025	Date Review Complete	9/22/25

School Year:	2025-2026	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:	2025-2026	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 eligible 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:	2025-2026	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 determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar , the Title I, Part C 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 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 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:	2025-2026	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 Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory 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 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 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			
▪			