

**Notice of Regular Meeting
Board of Trustees
Thursday, January 22, 2026**

A Regular Meeting of the Board of Trustees will be held on Thursday, January 22, 2026, beginning at 6:30 PM, in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CALL TO ORDER AND ANNOUNCE A QUORUM	
2. INVOCATION	
3. PLEDGES OF ALLEGIANCE	
4. SPECIAL RECOGNITIONS AND PRESENTATIONS	
1. School Board Recognition Month	3
2. Employees of the Month	
5. RECOGNITION OF VISITORS/PUBLIC COMMENT	5
All persons wishing to address the Board at this time MUST complete a registration form by 3:00pm on the day of the meeting.	
6. PRESENTATION FROM THE CITY OF CLYDE REGARDING HANNER SPORTS COMPLEX	
7. ADMINISTRATIVE REPORTS	
1. Campus and Departmental Reports	
2. Monthly Financial and Investment Reports	9
3. Curriculum and Special Programs Report	
1. LASO Cycle 4 2025-26 Grant Application	59
2. Delay of Teacher Certification Requirements	60
3. McMurry Dual Credit Pilot Program	71
4. 2024-25 Federal Report Card	72
5. 2024-2025 School Report Cards	114
4. Superintendent Report	
1. Next Regular Scheduled Meeting: Monday, February 23, 2026, at 6:00pm	
2. Enrollment and Attendance Report	126
8. DISCUSSION ITEMS	
1. First Reading: 2026-2027 Clyde CISD District Calendar	127
2. FIRST READING: Resolution of the Board Concerning SB 11 Requirements— Prayer Time During the School Day	128
9. ACTION ITEMS	
1. Consideration and Possible Action on Consent Agenda	
1. Approve Minutes of the Previous Meeting(s)	129
2. Approve Monthly Financial and Investment Reports	
3. Approve Clyde CISD Campus Improvement Plans for the 2025-2026 School Year	141
2. Consideration and Possible Action to Approve Budget Amendment #26-02	230

- 3. Consideration and Possible Action of the Delay of Teacher Certification Requirement Plan 231
- 4. Consideration and Possible Action to Adopt the TASB Policy Revision of BBB (LOCAL) 239
- 10. **CLOSED SESSION**
 - 1. Consultation with Legal Counsel Regarding Legal and Procedural Matters (Texas Govt Code 551.071)
 - 2. Deliberation and Debrief of Team Trust Survey and Good Governance Inventory (Board Self-Assessment Results) Presented by Moak Casey, LLC (Texas Govt Code 551.074)
 - 3. Discussion/Deliberation of the Superintendent's Annual Evaluation (Texas Govt Code 551.074)
 - 4. Deliberation of Other Personnel Matters, including the Appointment, Employment, Reassignment, Duties, Discipline, or Leave of Absence of a District Employee (Texas Govt Code 551.074)
 - 5. Deliberation Regarding Real Property (Texas Govt Code 551.072)
 - 6. Deliberation of School Safety and Security Measures and Personnel (Texas Govt Code 551.076)
- 11. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
 - 1. Consideration and Possible Action on the Superintendent's Contract, Salary, and Benefits
 - 2. Consideration and Possible Action to Approve Other Professional Employment
- 12. **BOARD REQUESTS**
- 13. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On Thursday, January 15, 2026, at 2:00pm, a copy of this agenda was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Clyde, TX 79510, and posted to the District's internet website.

Bryan W. Allen, Superintendent (For the Board of Trustees)

**PROCLAMATION DECLARING JANUARY SCHOOL BOARD
RECOGNITION MONTH**

WHEREAS, the mission of public schools is to meet the educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world; and

WHEREAS, local school board members are elected by their community members to do what is best for students; and

WHEREAS, school board members work closely with parents, educational professionals, and other community members to create the educational vision we want for our students; and

WHEREAS, local school board members are responsible for ensuring the structure that provides a solid foundation for our school system; and

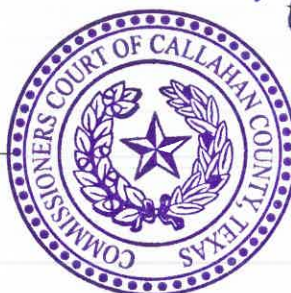
WHEREAS, local school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district.

NOW THEREFORE, We the **CALLAHAN COUNTY COMMISSIONERS' COURT**, do hereby declare our appreciation to the school board members of **BAIRD ISD, CLYDE ISD, CROSS PLAINS ISD, AND EULA ISD** and proclaim **January 2026** as **SCHOOL BOARD RECOGNITION MONTH** in Callahan County. We urge all citizens to join us in recognizing the dedication and hard work of local school board members and in working with them to develop an education system that meets the needs of both today's and tomorrow's children.

IN OFFICIAL RECOGNITION WHEREOF, I hereby affix my signature this **12th** day of **January 2026**.

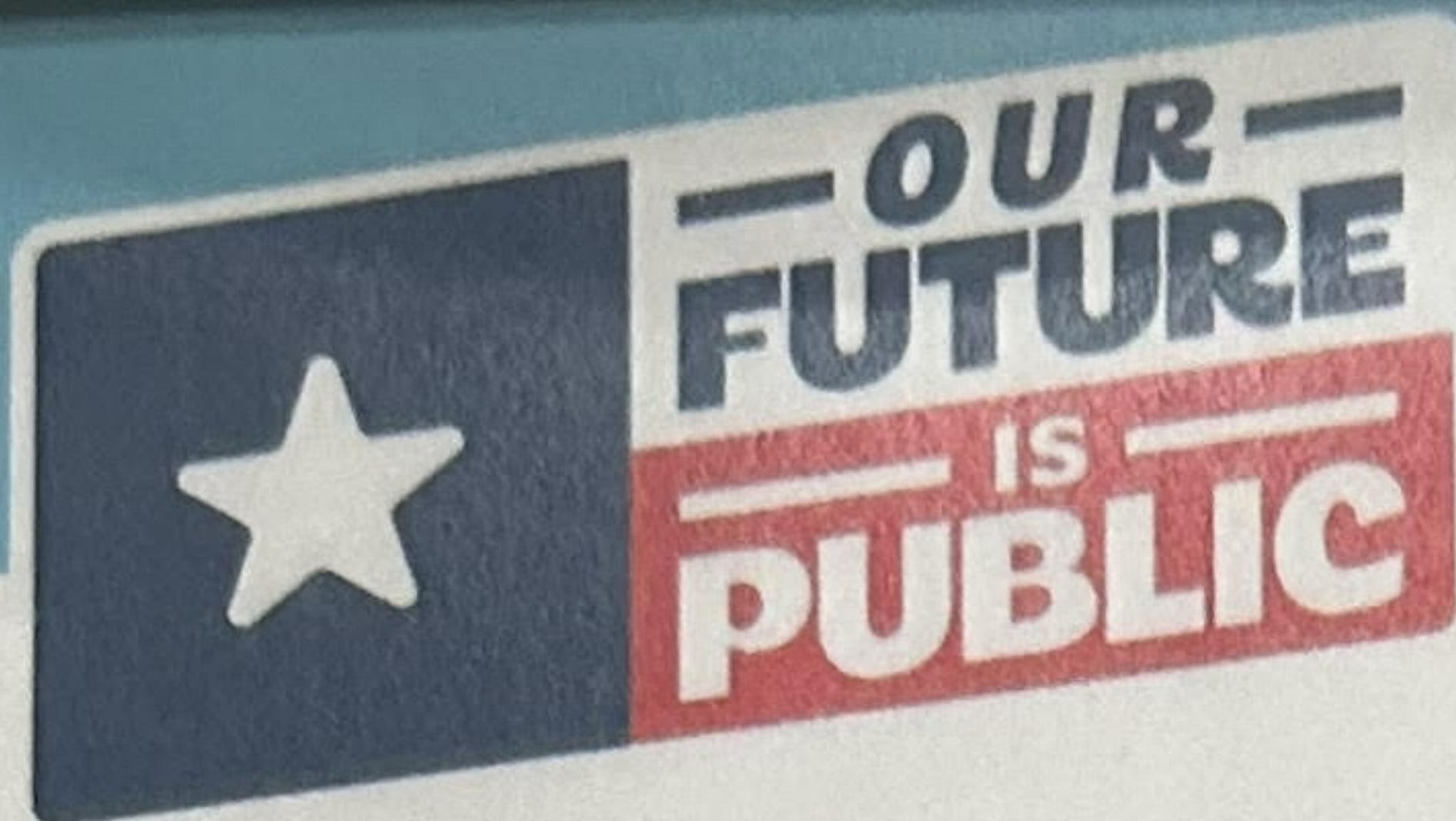


ATTEST: Nicole Crocker, County Clerk





Nicki Harle, Callahan County Judge



PROCLAMATION

WHEREAS, the mission of public schools is to meet the educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world; and

WHEREAS, local school board members are elected by their community members to do what's best for students; and

WHEREAS, local school board members work closely with parents, educational professionals, and other community members to create the educational vision we want for our students; and

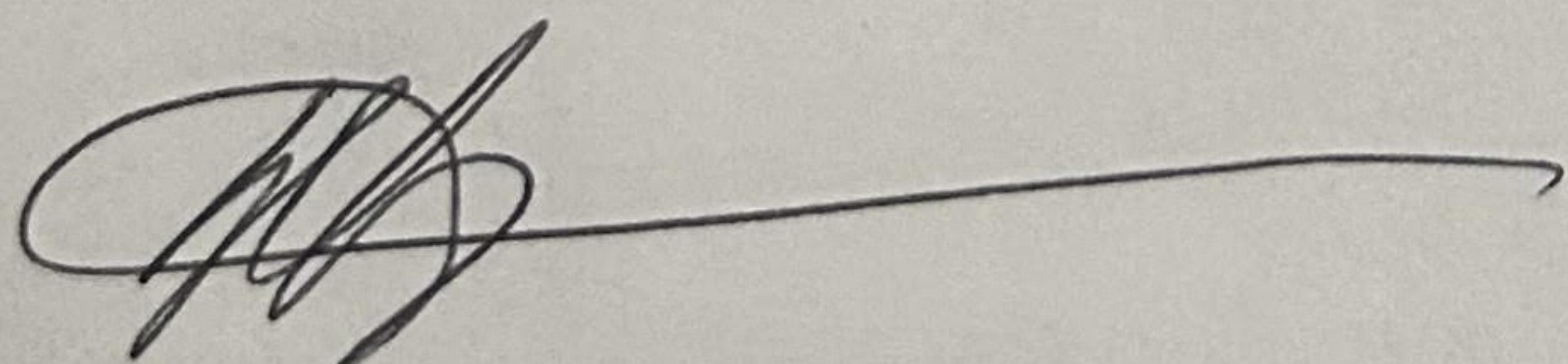
WHEREAS, local school board members are responsible for ensuring the structure that provides a solid foundation for our school system; and

WHEREAS, local school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district;

NOW, THEREFORE, I, Stephen Steele, Mayor of Clyde, Texas do hereby declare my appreciation to the members of the Clyde Consolidated Independent School Board and proclaim January 2026 as

SCHOOL BOARD RECOGNITION MONTH in Clyde, Texas. I urge all citizens to join me in recognizing the dedication and hard work of local school board members and in working with them to mold an education system that meets the needs of both today's and tomorrow's children.

IN OFFICIAL RECOGNITION WHEREOF, I hereby affix my signature this 13th day of January, 2026.





SCHOOL BOARD RECOGNITION MONTH | JANUARY 2026

Board Operating Procedures for Public Comment

Speaker Signup

Individuals who wish to provide public comment or testimony to the Board at the designated time during a Board meeting must sign up in advance of the Board meeting by email (contact@clydeisd.org) or in-person at the Clyde CISD Administration Offices. Signup will open 72-hours prior to the posted Board meeting and close at 3:00pm on the day of the meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.

If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.

Topic of Public Comment

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

Time for Public Comment

Generally, the Board will conduct public comment at the beginning of its Board meetings.

However, in the interest of time and the orderly conduct of public business, the Board reserves the right to:

- Increase or decrease the per-speaker time limit to address the Board.
- Move comment on non-agenda topics to the end of the meeting.
- Take items in a different order than shown on the meeting notice.
- Proceed first with agenda items for which no speakers have registered to provide comment.
- Recommend that comments involving the performance of individual District employees or officers be made through the grievance policy.
- Require that comments involving personally identifiable student information be made through the grievance policy.
- Continue a meeting or an agenda item to another day in order to allow adequate time for public comment.
- Make other reasonable adjustments to the timing of public comment in accordance with law.

The Board delegates to its presiding officer the authority to make reasonable adjustments to the timing and conduct of public comment in accordance with law. [See BDAA]

The presiding officer will announce these adjustments in an open meeting.

Per-Speaker Time Limit

A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5) the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given one (1) additional minute as additional time to address the Board.

Written Comments to the Board

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline.

Written submissions to the Board are subject to public disclosure in accordance with the law.

Public Comment Signup Sheet

Public comment at regular Board meetings will be conducted in accordance with BED(LOCAL) and the Board's procedures on public comment.

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline. Anonymous submissions will not be addressed.

The following guidelines apply to public comment:

1. Individuals must sign up in advance by email (contact@clydeisd.org) or in-person at the Clyde CISD Administration Offices. Signup will open 72 hours prior to the posted Board meeting time and close at 3:00pm on the day of the Board meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.
2. If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.
3. The period reserved for public comment at a Board meeting will generally occur at the beginning of the meeting. However, in the interest of time and the orderly conduct of public business, the presiding officer may make adjustments in accordance with the Board's adopted procedures on public comment.
4. A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5), the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given more time to address the Board in accordance with the Board's adopted procedures.
5. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for the meeting.
6. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns for employees, students or their parents, and the general public. [See DGBA, FNG, and GF] Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact the superintendent's office at (325) 893-4222. If the subject of a speaker's comment involves a pending grievance, the speaker should seek resolution

through the grievance process and address the Board only at the appropriate stage of that process.

7. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters on the agenda in closed session, including matters involving individual District staff members and individual students. If a speaker's comment concerns one of these subjects, the speaker should address the concern through the District's complaint policies.
8. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please provide the information requested below if you wish to address the Board during the public comment period:

Name: _____

Telephone or
other contact
information: _____

Will you be accompanied by a translator?

☐ Yes (if known, please provide the name of the translator: _____)

☐ No

Does the topic or topics on which you wish to address the Board appear on the current agenda?

☐ Yes

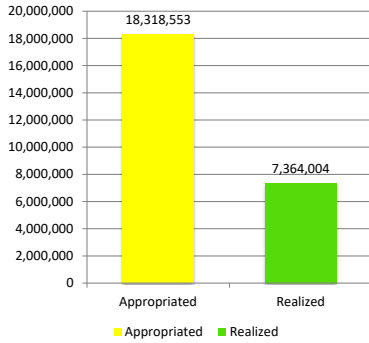
☐ No

If Yes, please indicate the topic or topics on the agenda about which you wish to address the Board:

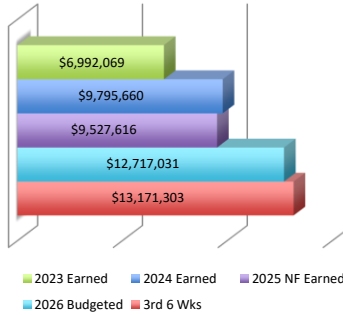
If No, please list any topics on which you would like to comment that are not on the agenda for the meeting:

CLYDE CISD FINANCE AT A GLANCE - Dec. 2025

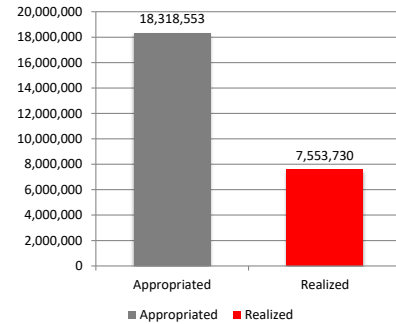
Realized Revenues



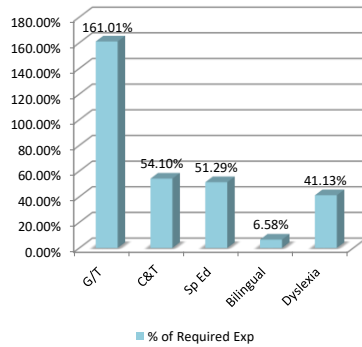
State Revenue Comparison



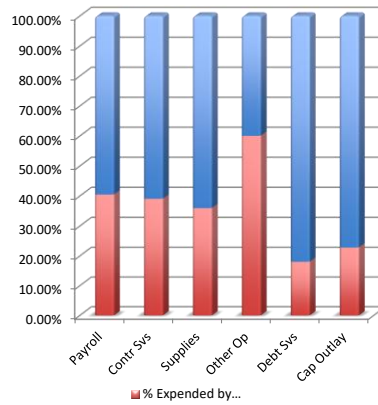
Realized Expenditures



Mandated Program Expenditures



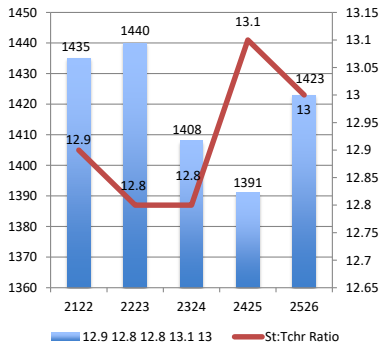
Exp Object Status



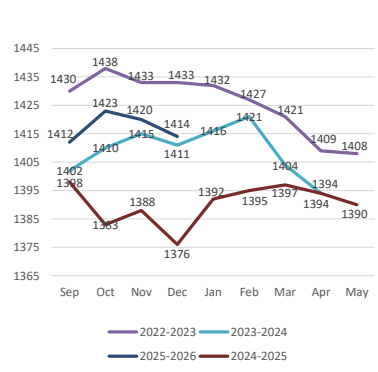
Exp Function Status



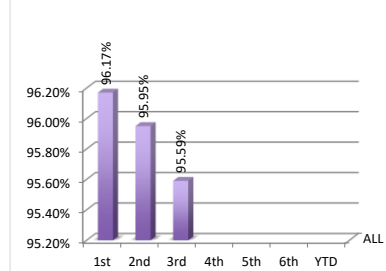
Enrollment & Student:Teacher Ratio Trends



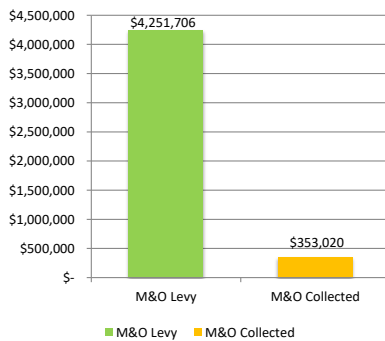
Enrollment Comparison by Month



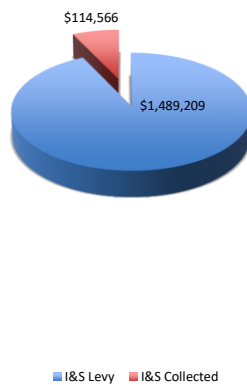
Attendance Rate by 6 Weeks



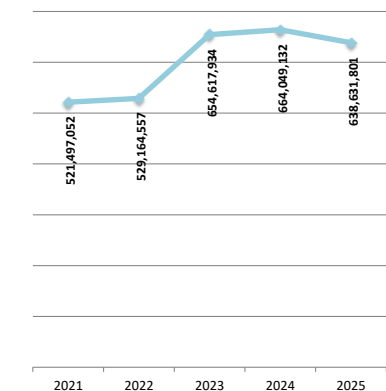
Tax Collections Vs Levy-M&O



Tax Collections Vs Levy-I&S



Property Value Trends



Date Run: 01-21-2026 7:26 AM
Cnty Dist: 030-902
From To
Fund: 199 / 6 GENERAL OPERATING

Cash Receipts Journal
CLYDE CISD
For Accounting Periods 11 To 11

Program: FIN1000
Page: 1 of 6
File ID: C

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.PO-000-600000	11-11-2025	006353			PLAYOFFS	1,621.00	.00
00-5752.PO-000-600000	11-11-2025	006353			FOOTBALL PLAYOFFS	.00	-198.00
00-5752.PO-000-600000	11-11-2025	006353			VOLLEYBALL PLAYOFFS	.00	-1,423.00
00-5752.04-000-600000	11-12-2025	006353			JH GIRLS BASKETBALL	.00	-326.00
00-5752.PO-000-600000	11-12-2025	006353			STRIPE DEPOSIT	.00	-1,621.00
Totals for Net Receipt 006353 - STRIPE DEPOSIT						.00	-1,947.00
00-5752.PO-000-600000	11-11-2025	006354			VOLLEYBALL	.00	-309.00
00-5752.PO-000-600000	11-09-2025	006355			VOLLEYBALL PLAYOFFS	.00	-1,302.00
00-5752.01-000-600000	11-09-2025	006355			JV FOOTBALL	.00	-119.00
00-5753.01-000-600000	11-09-2025	006355			THEATER	.00	-75.00
Totals for Net Receipt 006355 - STRIPE DEPOSIT						.00	-1,496.00
00-5752.PO-000-600000	11-06-2025	006356			VOLLEYBALL PLAYOFFS	.00	-166.00
00-5752.PO-000-600000	11-05-2025	006357			VOLLEYBALL PLAYOFFS	.00	-113.00
00-5752.PO-000-600000	11-04-2025	006358			VOLLEYBALL PLAYOFFS	.00	-1,223.94
00-5752.01-000-600000	11-04-2025	006358			VARSITY FOOTBALL	.00	-394.00
Totals for Net Receipt 006358 - STRIPE DEPOSIT						.00	-1,617.94
00-5752.PO-000-600000	11-03-2025	006359			STRIPE DEPOSIT	.00	-312.00
00-5752.01-000-600000	11-03-2025	006359			VARSITY FOOTBALL	.00	-2,403.00
Totals for Net Receipt 006359 - STRIPE DEPOSIT						.00	-2,715.00
00-5752.02-000-600000	11-12-2025	006360			JH FOOTBALL	.00	-276.00
00-5752.01-000-600000	11-12-2025	006360			VARSITY FOOTBALL	.00	-172.00
00-5752.PO-000-600000	11-12-2025	006360			VOLLEYBALL PLAYOFFS	.00	-733.00
Totals for Net Receipt 006360 - STRIPE DEPOSIT						.00	-1,181.00
00-5749.01-000-600000	11-07-2025	006361			CHROMEBOOK FEES	.00	-25.00
00-5749.01-000-600000	11-12-2025	006363			CHROMEBOOK USAGE FEES	.00	-25.00
00-1210.00-000-600000	11-07-2025	006364			CURRENT TAXES - LEVY	.00	-103,739.66
00-1220.00-000-600000	11-07-2025	006364			DELINQUENT TAXES - LEVY	.00	-9,594.22
00-1210.00-000-600000	11-13-2025	006364			CURRENT TAXES - LEVY	103,739.66	.00
00-1220.00-000-600000	11-13-2025	006364			DELINQUENT TAXES - LEVY	9,594.22	.00
Totals for Net Receipt 006364 - TAXES OCTOBER 25						.00	.00

Program: FIN1000

Page: 2 of 6

File ID: C

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5711.00-000-600000	11-07-2025	006365			CURRENT TAXES - LEVY	.00	-103,739.66
00-5712.00-000-600000	11-07-2025	006365			DELINQUENT TAXES - LEVY	.00	-9,594.22
00-5719.00-000-600000	11-07-2025	006365			TAXES - PENALTIES AND INTEREST	.00	-2,405.49
Totals for Net Receipt 006365 - TAXES OCTOBER 2025						.00	-115,739.37
00-5752.PO-000-600000	11-07-2025	006367			PLAYOFF RENTAL FEES	.00	-1,200.00
00-5749.01-000-600000	11-06-2025	006372			CLYDE EC DEV WORKFORCE PROG	.00	-20,000.00
00-5749.01-000-600000	11-06-2025	006372			TIPS REBATE	.00	-684.77
Totals for Net Receipt 006372 - GENERAL DEPOSIT						.00	-20,684.77
00-5752.04-000-600000	11-13-2025	006399			GIRLS BASKETBALL	.00	-75.00
00-5752.PO-000-600000	11-13-2025	006399			FOOTBALL PLAYOFFS	.00	-348.00
Totals for Net Receipt 006399 - STRIPES DEPOSIT						.00	-423.00
00-5753.01-000-600000	11-16-2025	006401			THEATER-INTO THE WOODS	.00	-28.00
00-5753.01-000-600000	11-16-2025	006401			FOOTBALL PLAYOFFS	.00	-196.00
Totals for Net Receipt 006401 - STRIPES DEPOSIT						.00	-224.00
00-5752.PO-000-600000	11-17-2025	006402			FOOTBALL PLAYOFFS	.00	-3,116.00
00-5752.03-000-600000	11-18-2025	006403			BASKETBALL	.00	-4.57
00-5753.01-000-600000	11-18-2025	006403			THEATER-INTO THE WOODS	.00	-159.00
00-5752.PO-000-600000	11-18-2025	006403			FOOTBALL PLAYOFFS	.00	-766.00
Totals for Net Receipt 006403 - STRIPE DEPOSIT						.00	-929.57
00-5752.03-000-600000	11-20-2025	006404			HS BASKETBALL	.00	-146.00
00-5752.03-000-600000	11-20-2025	006404			STRIPE DEPOSIT	.00	-28.00
00-5753.01-000-600000	11-20-2025	006404			THEATER-INTO THE WOODS	.00	-9.00
00-5752.PO-000-600000	11-20-2025	006404			FOOTBALL PLAYOFFS	.00	-308.00
Totals for Net Receipt 006404 - STRIPE DEPOSIT						.00	-491.00
00-5752.03-000-600000	11-19-2025	006405			HS BASKETBALL	.00	-314.00
00-5752.03-000-600000	11-19-2025	006405			HS BASKETBALL	.00	-26.00
00-5753.01-000-600000	11-19-2025	006405			THEATER-INTO THE WOODS	.00	-50.00
00-5752.PO-000-600000	11-19-2025	006405			FOOTBALL PLAYOFFS	.00	-380.18
Totals for Net Receipt 006405 - STRIPE DEPOSIT						.00	-770.18

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5753.01-000-600000	11-23-2025	006406			THEATER-INTO THE WOODS	.00	-283.00
00-5752.PO-000-600000	11-23-2025	006406			FOOTBALL PLAYOFFS	.00	-400.00
Totals for Net Receipt 006406 - STRIPE DEPOSIT						.00	-683.00
00-5753.01-000-600000	11-24-2025	006407			THEATER-INTO THE WOODS	.00	-231.00
00-5752.PO-000-600000	11-24-2025	006407			FOOTBALL PLAYOFFS	.00	-2,346.00
Totals for Net Receipt 006407 - STRIPE DEPOSIT						.00	-2,577.00
00-5752.03-000-600000	11-24-2025	006408			HS BASKETBALL	.00	-12.00
00-5753.01-000-600000	11-24-2025	006408			THEATER-INTO THE WOODS	.00	-879.00
00-5752.PO-000-600000	11-24-2025	006408			FOOTBALL PLAYOFFS	.00	-940.00
Totals for Net Receipt 006408 - STRIPE DEPOSIT						.00	-1,831.00
00-5752.03-000-600000	11-27-2025	006409			HS BASKETBALL	.00	-62.00
00-5811.00-000-600000	11-25-2025	006410			FSP-AVAIL SCHL FD-PER CAPITA	.00	-54,623.00
00-5812.00-000-600000	11-25-2025	006411			FSP FOUNDATION	.00	-1,138,313.00
00-5742.30-000-600000	11-21-2025	006420			HEAD START REIMB ADULT MEALS	.00	-907.50
00-5752.PO-000-600000	11-21-2025	006421			PLAY OFF FACILITY RENTAL	.00	-407.50
00-5749.01-000-600000	11-21-2025	006422			STAFF REIMBURSEMENT	.00	-182.00
00-5749.01-000-600000	11-21-2025	006422			STAFF REIMBURSEMENT	182.00	.00
00-5749.01-000-600000	11-21-2025	006422			STAFF REIMBURSEMENT	.00	-113.97
Totals for Net Receipt 006422 - STAFF REIMBURSEMENT						.00	-113.97
00-5742.30-000-600000	01-08-2026	006525			INTEREREST GENERAL OP NOV	.00	-15,588.65
00-1110.00-000-600000					Gross Cash Receipts	1,483,416.33	-115,136.88
00-1110.00-000-600000					Net Cash Receipts	1,368,279.45	
00-5742.30-000-600000	11-30-2025	006526			INTEREST MMA NOV 2025	.00	-2,456.35
00-1110.02-000-600000					Gross Cash Receipts	2,456.35	.00
00-1110.02-000-600000					Net Cash Receipts	2,456.35	
00-5742.30-000-600000	11-30-2025	006520			TEXSTAR INTEREST NOV 2025	.00	-6,713.40
00-1120.05-000-600000					Gross Cash Receipts	6,713.40	.00
00-1120.05-000-600000					Net Cash Receipts	6,713.40	

<u>Fnc-Obj.</u> <u>So-Org</u> <u>-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
00-5742.30-000-600000	11-30-2025	006521			LOGIC INTEREST NOV 25	.00	-1,712.54
00-1120.10-000-600000					Gross Cash Receipts	1,712.54	.00
00-1120.10-000-600000					Net Cash Receipts	1,712.54	
00-5742.30-000-600000	11-30-2025	006532			TEXAS RANGE INTEREST NOV 2025	.00	-3,505.95
00-1120.99-000-600000					Gross Cash Receipts	3,505.95	.00
00-1120.99-000-600000					Net Cash Receipts	3,505.95	
Totals for Fund 199 / 6						1,382,667.69	-1,382,667.69

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5751.00-000-600000	11-13-2025	006362			SCHOOLCAFE/CYBERSOFT	.00	-8,413.25
00-5751.00-000-600000	11-07-2025	006368			SCHOOLCAFE/CYBERSOFT	.00	-8,375.80
00-5751.01-000-600000	11-05-2025	006369			CAFE DEPOSIT BKFST	.00	-15.75
00-5751.00-000-600000	11-05-2025	006369			CAFE DEPOSIT LUNCH	.00	-225.90
00-5751.02-000-600000	11-05-2025	006369			CAFE DEPOSIT SNACK BAR	.00	-2,288.56
Totals for Net Receipt 006369 - CAFE DEPOSIT						.00	-2,530.21
00-5751.01-000-600000	11-12-2025	006396			CAFE DEPOSIT BKFST	.00	-1.50
00-5751.00-000-600000	11-12-2025	006396			CAFE DEPOSIT LUNCH	.00	-172.25
00-5751.02-000-600000	11-12-2025	006396			CAFE DEPOSIT SNACK BAR	.00	-3,180.29
Totals for Net Receipt 006396 - CAFE DEPOSIT						.00	-3,354.04
00-5921.00-000-600000	11-24-2025	006412			SCHOOL BREAKFAST PROGRAM	.00	-14,502.38
00-5922.00-000-600000	11-24-2025	006413			NATIONAL SCHOOL LUNCH NSLP	.00	-47,838.37
00-5922.00-000-600000	11-20-2025	006416			DEPT OF AGRICULTURE	.00	-139.80
00-5922.00-000-600000	11-20-2025	006417			DEPT OF AGRICULTURE	.00	-445.60
00-5751.01-000-600000	11-24-2025	006419			CAFE DEPOSIT BKFST	.00	-6.50
00-5751.00-000-600000	11-24-2025	006419			CAFE DEPOSIT LUNCH	.00	-226.25
00-5751.02-000-600000	11-24-2025	006419			CAFE DEPOSIT SNACK BAR	.00	-2,800.87
Totals for Net Receipt 006419 - CAFE DEPOSIT						.00	-3,033.62
00-5751.00-000-600000	11-20-2025	006424			SCHOOLCAFE/CYBERSOFT	.00	-6,311.00
00-5751.00-000-600000	11-28-2025	006426			SCHOOLCAFE/CYBERSOFT	.00	-7,188.00
00-1110.00-000-600000					Gross Cash Receipts	102,132.07	.00
00-1110.00-000-600000					Net Cash Receipts	102,132.07	
Totals for Fund 240 / 6						102,132.07	-102,132.07

End of Report

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.PO-000-600000	12-01-2025	006443			FOOTBALL PLAYOFFS	.00	-35.00
00-5752.03-000-600000	12-02-2025	006444			GIRL'S BASKETBALL	.00	-12.00
00-5752.04-000-600000	12-02-2025	006444			JH BOYS BASKETBALL	.00	-310.00
00-5752.04-000-600000	12-02-2025	006444			JH GIRLS BASKETBALL	.00	-6.00
Totals for Net Receipt 006444 - STRIPE DEPOSIT						.00	-328.00
00-5752.03-000-600000	12-03-2025	006445			HS GIRLS BASKETBALL	.00	-182.00
00-5752.04-000-600000	12-03-2025	006445			JH BOYS BASKETBALL	.00	-127.00
00-5752.04-000-600000	12-03-2025	006445			JH GIRLS BASKETBALL	.00	-18.00
Totals for Net Receipt 006445 - STRIPE DEPOSIT						.00	-327.00
00-5752.03-000-600000	12-03-2025	006446			HS GIRLS BASKETBALL	.00	-100.00
00-5752.PO-000-600000	12-05-2025	006448			PLAY OFF FACILITY RENTAL	.00	-1,233.65
00-5749.01-000-600000	12-02-2025	006453			CHROMEBOOK FEES	.00	-43.95
00-5752.PO-000-600000	12-02-2025	006454			PLAYOFF FEES/GAME RECEIPTS	.00	-2,448.90
00-5752.PO-000-600000	12-01-2025	006476			FOOTBALL PLAYOFFS	.00	-35.00
00-5752.PO-000-600000	12-01-2025	006476			FOOTBALL PLAYOFFS	35.00	.00
Totals for Net Receipt 006476 - STRIPE DEPOSIT						.00	.00
00-5752.03-000-600000	12-02-2025	006477			HS GIRLS BASKETBALL	.00	-12.00
00-5752.04-000-600000	12-02-2025	006477			JH BOYS BASKETBALL	.00	-310.00
00-5752.04-000-600000	12-02-2025	006477			JH GIRLS BASKETBALL	.00	-6.00
Totals for Net Receipt 006477 - STRIPE DEPOSIT						.00	-328.00
00-5752.03-000-600000	12-03-2025	006478			HS GIRLS BASKETBALL	.00	-182.00
00-5752.04-000-600000	12-03-2025	006478			JH BOYS BASKETBALL	.00	-127.00
00-5752.04-000-600000	12-03-2025	006478			JH GIRLS BASKETBALL	.00	-18.00
00-5752.03-000-600000	12-03-2025	006478			HS GIRLS BASKETBALL	182.00	.00
00-5752.04-000-600000	12-03-2025	006478			JH BOYS BASKETBALL	127.00	.00
00-5752.04-000-600000	12-03-2025	006478			JH GIRLS BASKETBALL	18.00	.00
Totals for Net Receipt 006478 - STRIPE DEPOSIT						.00	.00

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.03-000-600000	12-04-2025	006479			HS GIRLS BASKETBALL	.00	-100.00
00-5752.03-000-600000	12-14-2025	006480			HS BOYS BASKETBALL	.00	-56.00
00-5752.04-000-600000	12-14-2025	006480			JH GIRLS BASKETBALL	.00	-292.00
Totals for Net Receipt 006480 - STRIPE DEPOSIT						.00	-348.00
00-5749.01-000-600000	12-09-2025	006482			STAFF REIMBURSEMENT	.00	-34.69
00-5711.00-000-600000	12-09-2025	006483			CURRENT LEVY	.00	-223,991.63
00-5712.00-000-600000	12-09-2025	006483			DELINQUENT TAXES - LEVY	.00	-14,418.81
00-5719.00-000-600000	12-09-2025	006483			DELINQUENT TAXES - P AND I	.00	-3,898.15
Totals for Net Receipt 006483 - TAXES NOVEMBER 2025						.00	-242,308.59
00-5752.PO-000-600000	12-15-2025	006491			PLAYOFF FEES/GAME RECEIPTS	.00	-1,453.50
00-5749.01-000-600000	12-15-2025	006493			CHROMEBOOK DAMAGE	.00	-25.00
00-5749.01-000-600000	12-15-2025	006494			EXCESSIBE COUNTY FUNDA	.00	-79,030.28
00-5749.01-000-600000	12-15-2025	006494			VENDOR REFUND	.00	-463.00
00-5749.01-000-600000	12-15-2025	006494			RETURNED CHECK PAYMENT	.00	-15.00
00-5749.01-000-600000	12-15-2025	006494			STAFF CC REPAYMENT	.00	-8.00
Totals for Net Receipt 006494 - DEPOSIT						.00	-79,516.28
00-5811.00-000-600000	12-24-2025	006513			FSP-AVAIL SCHL FD-PER CAPITA	.00	-54,584.00
00-5752.03-000-600000	12-15-2025	006535			HS GIRLS BASKETBALL	.00	-168.00
00-5752.04-000-600000	12-15-2025	006535			JH GIRLS BASKETBALL	.00	-55.00
Totals for Net Receipt 006535 - STRIPE DEPOSIT						.00	-223.00
00-5752.03-000-600000	12-16-2025	006536			HS GIRLS BASKETBALL	.00	-90.00
00-5752.04-000-600000	12-16-2025	006536			JH GIRLS BASKETBALL	.00	-221.00
Totals for Net Receipt 006536 - STRIPE DEPOSIT						.00	-311.00
00-5752.03-000-600000	12-17-2025	006537			HS BOYS BASKETBALL	.00	-262.00
00-5753.01-000-600000	12-17-2025	006537			INTERM PTO PARKING SPOT	.00	-4.00
00-5752.04-000-600000	12-17-2025	006537			JH GIRLS BASKETBALL	.00	-48.00
Totals for Net Receipt 006537 - STRIPE DEPOSIT						.00	-314.00

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.03-000-600000	12-18-2025	006538			HS BOYS BASKETBALL	.00	-66.00
00-5752.03-000-600000	12-21-2025	006539			HS GIRLS BASKETBALL	.00	-12.00
00-5752.03-000-600000	12-22-2025	006540			HS GIRLS BASKETBALL	.00	-662.00
00-5742.30-000-600000	12-31-2025	006541			INTEREST DEC 2025	.00	-16,153.92
00-5749.01-000-600000	12-19-2025	006568			BLAKE FULENWIDER TT & L	.00	-212.50
00-5749.01-000-600000	12-19-2025	006568			HMH	.00	-291.75
Totals for Net Receipt 006568 - VENDOR REFUNDS						.00	-504.25
00-5752.PO-000-600000	12-19-2025	006569			PLAYOFF GAME FACILITY RENTAL	.00	-2,663.66
00-5749.01-000-600000	12-19-2025	006571			STAFF REIMBURSEMENT	.00	-113.97
00-5749.01-000-600000	12-01-2025	006574			BUYBOARD CORP PAY	.00	-2,339.00
00-5749.01-000-600000	12-09-2025	006576			CREDIT BACK ITEM	.00	-2.05
00-1110.00-000-600000					Gross Cash Receipts	406,941.41	-362.00
00-1110.00-000-600000					Net Cash Receipts	406,579.41	
00-5742.30-000-600000	12-31-2025	006547			INTEREST DEC 2025	.00	-2,700.86
00-1110.02-000-600000					Gross Cash Receipts	2,700.86	.00
00-1110.02-000-600000					Net Cash Receipts	2,700.86	
00-5742.30-000-600000	12-31-2025	006549			INTEREST TEXSTAR	.00	-6,687.99
00-1120.05-000-600000					Gross Cash Receipts	6,687.99	.00
00-1120.05-000-600000					Net Cash Receipts	6,687.99	
00-5742.30-000-600000	12-31-2025	006562			LOGIC INTEREST DEC 2025	.00	-1,715.73
00-1120.10-000-600000					Gross Cash Receipts	1,715.73	.00
00-1120.10-000-600000					Net Cash Receipts	1,715.73	
00-5742.30-000-600000	12-31-2025	006561			TEXAS RANGE INTEREST DEC 2025	.00	-.01
00-1120.98-000-600000					Gross Cash Receipts	.01	.00
00-1120.98-000-600000					Net Cash Receipts	.01	

<u>Fnc-Obj.</u> <u>So-Org</u> <u>-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
00-5742.30-000-600000	12-31-2025	006561			TEXAS RANGE INTEREST DEC 2025	.00	-3,496.29
00-1120.99-000-600000					Gross Cash Receipts	3,496.29	.00
00-1120.99-000-600000					Net Cash Receipts	3,496.29	
Totals for Fund 199 / 6						421,180.29	-421,180.29

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5751.00-000-600000	12-04-2025	006449			SCHOOLCAFE/CYBERSOFT	.00	-425.00
00-5751.00-000-600000	12-11-2025	006485			SCHOOLCAFE/CYBERSOFT	.00	-7,084.83
00-5751.01-000-600000	12-09-2025	006486			CAFE DEPOSIT BKFST	.00	-2.00
00-5751.00-000-600000	12-09-2025	006486			CAFE DEPOSIT LUNCH	.00	-140.22
00-5751.02-000-600000	12-09-2025	006486			CAFE DEPOSIT SNACK BAR	.00	-1,293.04
Totals for Net Receipt 006486 - CAFE DEPOSIT						.00	-1,435.26
00-5751.00-000-600000	12-15-2025	006492			HEADSTART ADULT MEALS	.00	-738.25
00-5749.00-000-600000	12-15-2025	006492			NURSE SNACK REIMBURSEMENT	.00	-43.04
Totals for Net Receipt 006492 - CAFETERIA REIMBURSEMENTS						.00	-781.29
00-5921.00-000-600000	12-03-2025	006517			SCHOOL BREAKFAST PROGRAM	.00	-10,892.48
00-5922.00-000-600000	12-03-2025	006518			NATIONAL SCHOOL LUNCH NSLP	.00	-34,414.80
00-5751.00-000-600000	12-18-2025	006519			SCHOOLCAFE/CYBERSOFT	.00	-7,054.25
00-5751.00-000-600000	12-26-2025	006572			SCHOOLCAFE/CYBERSOFT	.00	-4,727.00
00-5751.01-000-600000	12-24-2025	006573			CAFE DEPOSIT BRKFST	.00	-6.00
00-5751.00-000-600000	12-24-2025	006573			CAFE DEPOSIT LUNCH	.00	-76.05
00-5751.02-000-600000	12-24-2025	006573			CAFE DEPOSIT SNACK BAR	.00	-1,664.79
Totals for Net Receipt 006573 - CAFE DEPOSIT						.00	-1,746.84
00-5751.00-000-600000	12-04-2025	006575			SCHOOLCAFE/CYBERSOFT	.00	-425.00
00-1110.00-000-600000					Gross Cash Receipts	68,986.75	.00
00-1110.00-000-600000					Net Cash Receipts	68,986.75	
Totals for Fund 240 / 6						68,986.75	-68,986.75

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5711.00-000-600000	12-09-2025	006484			CURRENT TAXES - LEVY	.00	-72,553.21
00-5712.00-000-600000	12-09-2025	006484			DELINQUENT TAXES - LEVY	.00	-4,856.64
00-5719.00-000-600000	12-09-2025	006484			DELINQUENT TAXES - P AND I	.00	-1,324.15
Totals for Net Receipt 006484 - TAXES NOVEMBER 2025						.00	-78,734.00
00-5829.00-000-600000	12-11-2025	006514			EXISTING DEBT ALLOTTMENT	.00	-279,792.00
00-5742.30-000-600000	12-31-2025	006544			INTEREST 2025	.00	-303.66
00-1110.00-000-600000					Gross Cash Receipts	358,829.66	.00
00-1110.00-000-600000					Net Cash Receipts	358,829.66	
00-5742.30-000-600000	12-31-2025	006550			INTEREST TEXSTAR	.00	-3,311.08
00-1120.06-000-600000					Gross Cash Receipts	3,311.08	.00
00-1120.06-000-600000					Net Cash Receipts	3,311.08	
00-5742.30-000-600000	12-31-2025	006563			LOGIC INTEREST DEC 2025	.00	-857.87
00-1120.10-000-600000					Gross Cash Receipts	857.87	.00
00-1120.10-000-600000					Net Cash Receipts	857.87	
Totals for Fund 599 / 6						362,998.61	-362,998.61
Final Totals						853,165.65	-853,165.65

End of Report

Date Run: 01-21-2026 7:57 AM					Y-T-D Check Payments			Program: FIN1750		
Cnty Dist: 030-902					CLYDE CISD			Page: 1 of 23		
From To					Sort by Check Number, Account Code			File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115359	11-13-2025	04853	A J ENTERPRISES	TRANSPORTATION	403226 199-34-6249.00-937-699000	29243	C	FRONT PULLEY ON TB1 E	943.70	N
115360	11-13-2025	08310	ABILENE HIGH SCHOO	HIGH SCHOOL	403474 199-36-6499.01-001-699000	53	C	UIL REGION XIV CONG EN	263.91	N
115361	11-13-2025	07377	ACTION CAREER TRAI	TRANSPORTATION	403241 199-34-6219.01-937-699000	18723	C	RADKE BUS TRAINING	1,095.00	N
				TRANSPORTATION	403006 199-34-6219.01-937-699000	18678	C	TRAINING A NEW DRIVER	1,095.00	N
				TRANSPORTATION	402895 199-34-6219.01-937-699000	18678	C	DRIVER TRAINING D. NEW	1,095.00	N
				Check 115361 Total:		3,285.00				
115362	11-13-2025	02846	ATMOS ENERGY	MAINTENANCE	060107 199-51-6259.03-936-699000	3032350810	C	NATURAL GAS	98.91	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3032351480	C	NATURAL GAS	98.91	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3024167981	C	NATURAL GAS	183.34	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3032351284	C	NATURAL GAS	202.74	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3024167767	C	NATURAL GAS	283.74	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3032350589	C	NATURAL GAS	259.79	N
				MAINTENANCE	060107 199-51-6259.03-936-699000	3032350338	C	NATURAL GAS	252.92	N
				Check 115362 Total:		1,380.35				
115363	11-13-2025	02379	BIG COUNTRY RESTA	MAINTENANCE	403320 199-51-6249.00-936-699000	837168	C	JH DISHWASHER REPAIR	548.85	N
				MAINTENANCE	403436 199-51-6249.00-936-699000	837660	C	WALK IN FREEZER REPAI	684.85	N
Check 115363 Total:		1,233.70								
115364	11-13-2025	00512	BSN SPORTS, LLC	HIGH SCHOOL	403182 199-36-6399.12-001-691000	931552777	C	SHOES AND TRAVEL GEA	3,088.38	N
115365	11-13-2025	07472	OPTIMUM BUSINESS	UNDISTRIBUTED	060108 199-53-6399.01-999-699000	101591094	C	MONTHLY INTERNT SERVI	328.13	N
115366	11-13-2025	00502	DEMCO, INC.	HIGH SCHOOL	403304 199-12-6399.00-001-699000	7714798	C	DUE DATE SLIPS	139.79	N
115367	11-13-2025	07092	DISA GLOBAL SOLUTI	TRANSPORTATION	403462 199-34-6219.02-937-699000	2900194	C	DRUG & ALCOHOL TESTIN	407.00	N
115368	11-13-2025	04293	DOMINO'S PIZZA	JR. HIGH	403307 199-36-6412.60-041-691000	CLYDE CISD	C	JH CHEER TLCA MEALS	116.92	N
115369	11-13-2025	01858	EULA ISD	HIGH SCHOOL	403528 199-36-6499.11-001-691000	CLYDE CISD	C	TOURNAMENT ENTRY FE	400.00	N
				HIGH SCHOOL	403528 199-36-6499.12-001-691000	CLYDE CISD	C	TOURNAMENT ENTRY FE	400.00	N
Check 115369 Total:		800.00								
115370	11-13-2025	03148	GANDY'S	HIGH SCHOOL	403509 240-35-6341.01-001-699000	1199619	C	MILK	1,598.12	N
				JR. HIGH	403509 240-35-6341.01-041-699000	1199619	C	MILK	2,114.24	N

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 2 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				ELEMENTARY	403509	1199619	C	MILK	3,281.50	N
					240-35-6341.01-101-699000					
				INTERMEDIATE	403509	1199619	C	MILK	2,551.07	N
					240-35-6341.01-103-699000					
								Check 115370 Total:	9,544.93	
115371	11-13-2025	06085	GRAHAM HIGH SCHOO	JR. HIGH	403493	10032025	C	MEALS AT GRAHAM TOUR	342.00	N
					199-36-6412.21-041-691000					
115372	11-13-2025	04566	HOLLIDAY ISD	JR. HIGH	403530	CLYDE CISD	C	TOURNAMENT ENTRY FE	600.00	N
					199-36-6499.11-041-691000					
115373	11-13-2025	04747	INTERSTATE BILLING	TRANSPORTATION	403476	546545	C	GAS GRANT BUSES	292.50	N
					199-34-6299.00-937-699000					
115374	11-13-2025	00780	J W PEPPER & SON C	HIGH SCHOOL	260030	368000908	C	MUSIC	11.00	N
					199-11-6399.55-001-611000					
				HIGH SCHOOL	260030	367981112	C	MUSIC	27.99	N
					199-11-6399.55-001-611000					
				HIGH SCHOOL	260030	367960603	C	MUSIC	30.99	N
					199-11-6399.55-001-611000					
								Check 115374 Total:	69.98	
115375	11-13-2025	01855	JIM NED CISD	HIGH SCHOOL	403573	124	C	MEALS AT JN JV TOURNE	486.00	N
					199-36-6412.12-001-691000					
115376	11-13-2025	08004	JONES SCHOOL SUPP	ELEMENTARY	403356	2205518	C	AWARD MEDALS PUP CLU	1,704.68	N
					199-11-6499.02-101-611000					
115377	11-13-2025	05258	JOSTENS	HIGH SCHOOL	403472	38717762	C	MINIATURE DIPLOMAS	601.02	N
					199-11-6499.01-001-611000					
				HIGH SCHOOL	403545	37824831	C	DIPLOMAS	838.35	N
					199-11-6499.01-001-611000					
								Check 115377 Total:	1,439.37	
115378	11-13-2025	06700	KLEMENT DISTRIBUTI	HIGH SCHOOL	403541	138	C	ICE CREAM ORDERS	569.17	N
					240-35-6341.03-001-699000					
				JR. HIGH	403541	138	C	ICE CREAM ORDERS	133.75	N
					240-35-6341.03-041-699000					
				ELEMENTARY	403541	138	C	ICE CREAM ORDERS	472.76	N
					240-35-6341.03-101-699000					
				INTERMEDIATE	403541	138	C	ICE CREAM ORDERS	305.87	N
					240-35-6341.03-103-699000					
				FOOD SERVICE	403541	138	C	ICE CREAM ORDERS	1,143.69	N
					240-35-6341.06-938-699000					
								Check 115378 Total:	2,625.24	
115379	11-13-2025	04369	LABATT FOOD SERVIC	HIGH SCHOOL	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	325.15	N
					240-35-6319.00-001-699000					
				JR. HIGH	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	342.82	N
					240-35-6319.00-041-699000					
				ELEMENTARY	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	78.76	N
					240-35-6319.00-101-699000					
				INTERMEDIATE	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	205.25	N
					240-35-6319.00-103-699000					
				HIGH SCHOOL	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	9,696.77	N
					240-35-6341.03-001-699000					
				JR. HIGH	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	7,333.72	N
					240-35-6341.03-041-699000					

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 3 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				ELEMENTARY	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	11,900.06	N
					240-35-6341.03-101-699000					
				INTERMEDIATE	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	9,056.75	N
					240-35-6341.03-103-699000					
				FOOD SERVICE	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	3,740.64	N
					240-35-6341.06-938-699000					
				HIGH SCHOOL	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	1,089.53	N
					240-35-6342.02-001-699000					
				JR. HIGH	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	827.31	N
					240-35-6342.02-041-699000					
				ELEMENTARY	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	1,356.55	N
					240-35-6342.02-101-699000					
				INTERMEDIATE	403540	CLYDE CISD	C	GROCERY AND SUPPLIES	1,311.96	N
					240-35-6342.02-103-699000					
								Check 115379 Total:	47,265.27	
115380	11-13-2025	01057	MERKEL ISD	HIGH SCHOOL	403482	CLYDE CISD	C	TOURNAMENT ENTRY FE	550.00	N
					199-36-6499.21-001-691000					
115381	11-13-2025	06796	N-TUNE MUSIC AND S	HIGH SCHOOL	403246	NT1944	C	INSTRUMENT REPAIR	159.00	N
					199-11-6299.41-001-611000					
				HIGH SCHOOL	403100	NT1943	C	BAND INSTRUMENTS	9,692.00	N
					199-11-6399.41-001-611400					
								Check 115381 Total:	9,851.00	
115382	11-13-2025	00684	ODP BUSINESS SOLUT	HIGH SCHOOL	403420	446209606001	C	TEACHER / OFFICE SUPPL	88.13	N
					199-11-6399.00-001-611000					
				HIGH SCHOOL	403384	445634461001	C	OFFICE / TEACHER SUPPL	223.35	N
					199-11-6399.00-001-611000					
				HIGH SCHOOL	403420	446209606001	C	TEACHER / OFFICE SUPPL	27.12	N
					199-23-6399.00-001-699000					
				HIGH SCHOOL	403384	445634683001	C	OFFICE / TEACHER SUPPL	19.20	N
					199-23-6399.00-001-699000					
				HIGH SCHOOL	403384	445634461001	C	OFFICE / TEACHER SUPPL	79.72	N
					199-23-6399.00-001-699000					
								Check 115382 Total:	437.52	
115383	11-13-2025	07773	RAPTOR TECHNOLOGI	ELEMENTARY	403247	INV196237	C	TARDY PASSES/VISITOR	980.00	N
					199-11-6399.00-101-611000					
115384	11-13-2025	02459	REECE PLUMBING	MAINTENANCE	403091	S121513262.001	C	PARTS TO REPAIR SINK H	2,987.74	N
					199-51-6319.02-936-699000					
115385	11-13-2025	00137	REGION 14 EDUCATIO	TRANSPORTATION	403075	039511	C	CERTIFICATION OF BUS D	300.00	N
					199-34-6219.01-937-699000					
				TRANSPORTATION	403239	039512	C	RADKE 20 HR BUS CERT	150.00	N
					199-34-6219.01-937-699000					
				INDIRECT COST	403525	039469	C	TRAINING HR ON PAYROL	4,200.00	N
					199-41-6219.00-750-699000					
								Check 115385 Total:	4,650.00	
115386	11-13-2025	00022	ROBERTS TRUCK CEN	TRANSPORTATION	403379	X803043248:01	C	CHARGE AIR COOLER FO	100.00	N
					199-34-6299.00-937-699000					
				TRANSPORTATION	403362	X803043097:01	C	TURBO FOR BUS 24	2,500.00	N
					199-34-6319.01-937-699000					
				TRANSPORTATION	403379	X803043248:01	C	CHARGE AIR COOLER FO	750.00	N
					199-34-6319.01-937-699000					
				TRANSPORTATION	403388	X803043097:01	C	BUS 24 TURBO	254.17	N
					199-34-6319.01-937-699000					

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 4 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				TRANSPORTATION	403422	X803043248:01 199-34-6319.01-937-699000	C	ADD'L BUS 24 AIR COOLE	279.52	N
								Check 115386 Total:	3,883.69	
115387	11-13-2025	05643	SCHOOL COMP	HIGH SCHOOL	402935	19390 199-11-6143.00-001-611000	C	PROGRAM ADMINISTRATI	642.46	N
				JR. HIGH	402935	19390 199-11-6143.00-041-611000	C	PROGRAM ADMINISTRATI	642.46	N
				ELEMENTARY	402935	19390 199-11-6143.00-101-611000	C	PROGRAM ADMINISTRATI	642.46	N
				INTERMEDIATE	402935	19390 199-11-6143.00-103-699000	C	PROGRAM ADMINISTRATI	642.46	N
				TRANSPORTATION	402935	19390 199-34-6143.00-937-699000	C	PROGRAM ADMINISTRATI	165.86	N
				SUPT'S OFFICE	402935	19390 199-41-6143.00-701-699000	C	PROGRAM ADMINISTRATI	165.85	N
				MAINTENANCE	402935	19390 199-51-6143.00-936-699000	C	PROGRAM ADMINISTRATI	165.85	N
				INDIRECT COST	402935	19390 199-53-6143.00-750-699000	C	PROGRAM ADMINISTRATI	165.85	N
								Check 115387 Total:	3,233.25	
115388	11-13-2025	02500	SHI GOVERNMENT SO	UNDISTRIBUTED	403313	GB00573559 199-11-6399.75-999-611000	C	MS OFFICE LICENSES	614.00	N
115389	11-13-2025	06115	SIGN WAREHOUSE	HIGH SCHOOL	402886	INV/2025/49538 199-12-6399.04-001-699000	C	DIST VINYL CUTTER & PRI	646.25	N
				JR. HIGH	402886	INV/2025/49538 199-12-6399.04-041-699000	C	DIST VINYL CUTTER & PRI	3,716.25	N
				ELEMENTARY	402886	INV/2025/49538 199-12-6399.04-101-699000	C	DIST VINYL CUTTER & PRI	3,716.25	N
				INTERMEDIATE	402886	INV/2025/49538 199-12-6399.04-103-699000	C	DIST VINYL CUTTER & PRI	3,716.25	N
								Check 115389 Total:	11,795.00	
115390	11-13-2025	04739	SOUTHEASTERN APP	HIGH SCHOOL	403415	561611 199-11-6399.50-001-611000	C	CHOIR UNIFORMS	621.45	N
115391	11-13-2025	04300	SOUTHEASTERN PER	HIGH SCHOOL	403015	560150 199-11-6399.50-001-611000	C	CHOIR UNIFORMS	746.05	N
115392	11-13-2025	02216	TCEA	UNDISTRIBUTED	403023	MIKE NEAL 199-53-6411.20-999-699000	C	TCEA CONFERENCE	409.00	N
				UNDISTRIBUTED	403023	SAICY LYTLE 199-53-6411.22-999-699000	C	TCEA CONFERENCE	99.00	N
				UNDISTRIBUTED	403023	PAUL MCGUIRE 199-53-6411.23-999-699000	C	TCEA CONFERENCE	409.00	N
								Check 115392 Total:	917.00	
115393	11-13-2025	06977	TD ELECTRIC, LLC	MAINTENANCE	403510	8074 199-51-6319.02-936-699000	C	BALLASTS FOR JH LIGHTI	188.08	N
115394	11-17-2025	05424	CORY BAKER	UNDISTRIBUTED	403562	CLYDE CISD 199-36-6299.PO-999-691000	C	PLAYOFF OFFICIAL FEES	100.00	N
				UNDISTRIBUTED	403562	CLYDE CISD 199-36-6299.PO-999-691000	C	PLAYOFF OFFICIAL FEES	100.00	N
				UNDISTRIBUTED	403562	CLYDE CISD 199-36-6299.PO-999-691000	C	PLAYOFF OFFICIAL FEES	130.00	N
								Check 115394 Total:	330.00	

Date Run: 01-21-2026 7:57 AM					Y-T-D Check Payments			Program: FIN1750		
Cnty Dist: 030-902					CLYDE CISD			Page: 5 of 23		
From To					Sort by Check Number, Account Code			File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr	Invoice Nbr	Typ Cd	Reason	Amount	EFT
115395	11-17-2025	08572	JANICE BISHOP	UNDISTRIBUTED	403548	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	299.00	N
					199-36-6299	PO-999-691000				
115396	11-17-2025	08346	MIRANDA L. BROWN	UNDISTRIBUTED	403555	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	343.80	N
					199-36-6299	PO-999-691000				
115397	11-17-2025	08582	TAMMY BUCKNER	UNDISTRIBUTED	403558	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	261.20	N
					199-36-6299	PO-999-691000				
115398	11-17-2025	08571	NATASHA CAMPBELL	UNDISTRIBUTED	403552	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	369.20	N
					199-36-6299	PO-999-691000				
115399	11-17-2025	08573	PATRICIA CLARK	UNDISTRIBUTED	403549	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	105.00	N
					199-36-6299	PO-999-691000				
115400	11-17-2025	02794	RANDY DAVIS	UNDISTRIBUTED	403563	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	80.00	N
					199-36-6299	PO-999-691000				
				UNDISTRIBUTED	403563	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	90.00	N
					199-36-6299	PO-999-691000				
								Check 115400 Total:	170.00	
115401	11-17-2025	08576	MACK DE LA CRUZ	UNDISTRIBUTED	403557	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	281.00	N
					199-36-6299	PO-999-691000				
115402	11-17-2025	07092	DISA GLOBAL SOLUTI	TRANSPORTATION	403611	2653598	C	DRUG AND ALCOHOL TES	45.00	N
					199-34-6219	02-937-699000				
				TRANSPORTATION	403611	2762797	C	DRUG AND ALCOHOL TES	208.00	N
					199-34-6219	02-937-699000				
				TRANSPORTATION	403611	2729545	C	DRUG AND ALCOHOL TES	335.00	N
					199-34-6219	02-937-699000				
				TRANSPORTATION		CM2752459	M	MISC BILL ERROR	-208.00	N
					199-34-6219	02-937-699000				
								Check 115402 Total:	380.00	
115403	11-17-2025	08584	GELILAH GALLOWAY	UNDISTRIBUTED	403551	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	100.00	N
					199-36-6299	PO-999-691000				
115404	11-17-2025	08587	JEFF GONZALEZ	UNDISTRIBUTED	403571	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	105.00	N
					199-36-6299	PO-999-691000				
115405	11-17-2025	05931	JEANNA L. GORDON	UNDISTRIBUTED	403568	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	100.00	N
					199-36-6299	PO-999-691000				
115406	11-17-2025	08579	PAULA HAM	UNDISTRIBUTED	403567	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	443.80	N
					199-36-6299	PO-999-691000				
115407	11-17-2025	08581	KELSI HATCHER	UNDISTRIBUTED	403566	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	217.60	N
					199-36-6299	PO-999-691000				
115408	11-17-2025	06362	MICHAELA HOLLOWAY	UNDISTRIBUTED	403561	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	160.00	N
					199-36-6299	PO-999-691000				
115409	11-17-2025	08580	VALERIE JACKSON	UNDISTRIBUTED	403565	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	220.00	N
					199-36-6299	PO-999-691000				
115410	11-17-2025	07270	KEVIN LONG	UNDISTRIBUTED	060110	CLYDE CISD	C	VOLLEYBALL PLAYOFFS	100.00	N
					199-36-6299	PO-999-691000				
115411	11-17-2025	06917	HOUGHTON MIFFLIN H HIGH SCHOOL		260078	845411	C	MAP GROWTH ASSESSME	4,627.56	N
					199-11-6399	00-001-624000				
				UNDISTRIBUTED	260078	845411	C	MAP GROWTH ASSESSME	750.00	N
					199-13-6399	01-999-699000				
				JR. HIGH	260078	845411	C	MAP GROWTH ASSESSME	5,519.95	N
					211-11-6399	00-041-630000				

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 6 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				ELEMENTARY	260078	845411	C	MAP GROWTH ASSESSME	6,909.56	N
					211-11-6399.00-101-630000					
				INTERMEDIATE	260078	845411	C	MAP GROWTH ASSESSME	5,519.93	N
					211-11-6399.00-103-630000					
								Check 115411 Total:	23,327.00	
115412	11-17-2025	08574	KENNA RAINEY	UNDISTRIBUTED	403564	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	90.00	N
					199-36-6299.PO-999-691000					
				UNDISTRIBUTED	403564	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	100.00	N
					199-36-6299.PO-999-691000					
								Check 115412 Total:	190.00	
115413	11-17-2025	08585	PATRICIA RICKER	UNDISTRIBUTED	403569	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	160.00	N
					199-36-6299.PO-999-691000					
115414	11-17-2025	08575	DAVID RIVERA	UNDISTRIBUTED	403556	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	145.00	N
					199-36-6299.PO-999-691000					
115415	11-17-2025	00535	GI GI ROBINSON	UNDISTRIBUTED	060109	CLYDE CISD	C	VOLLEYBALL PLAYOFFS	50.00	N
					199-36-6299.PO-999-691000					
				UNDISTRIBUTED	060109	CLYDE CISD	C	VOLLEYBALL PLAYOFFS	100.00	N
					199-36-6299.PO-999-691000					
				UNDISTRIBUTED	060109	CLYDE CISD	C	VOLLEYBALL PLAYOFFS	100.00	N
					199-36-6299.PO-999-691000					
								Check 115415 Total:	250.00	
115416	11-17-2025	08570	RANDY SHANTZ	UNDISTRIBUTED	403553	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	105.00	N
					199-36-6299.PO-999-691000					
115417	11-17-2025	08436	WAYNE SMITH	UNDISTRIBUTED	403570	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	160.00	N
					199-36-6299.PO-999-691000					
115418	11-17-2025	06241	MARISHA L STIDOM	UNDISTRIBUTED	403550	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	100.00	N
					199-36-6299.PO-999-691000					
115419	11-17-2025	06294	JAMES TENNISON	UNDISTRIBUTED	403554	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	318.60	N
					199-36-6299.PO-999-691000					
115420	11-17-2025	00242	THOMPSON PRINT SO	INDIRECT COST	403609	0460893	C	CHECKS - GENERAL OPE	411.25	N
					199-41-6399.00-750-699000					
115421	11-17-2025	08577	STEPHANIE VEITENHE	UNDISTRIBUTED	403560	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	.30	N
					199-36-6299.PO-999-691000					
				UNDISTRIBUTED	403560	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	323.00	N
					199-36-6299.PO-999-691000					
								Check 115421 Total:	323.30	
115422	11-17-2025	08578	KACI WILLIAMS	UNDISTRIBUTED	403559	CLYDE CISD	C	PLAYOFF OFFICIAL FEES	105.00	N
					199-36-6299.PO-999-691000					
115424	11-20-2025	07936	4YOURCNA	ELEMENTARY	403618	19754	C	CNA SKILLS GUIDE	503.98	N
					199-11-6339.60-101-622000					
115425	11-20-2025	08590	ASHLEIGH ADAMS	TRANSPORTATION	403602		C	MILEAGE REIMBURSEME	145.60	N
					199-34-6299.00-937-699000					
115426	11-20-2025	00103	AIRGAS USA, LLC	HIGH SCHOOL	403588	5519680490	C	ANNUAL CYLINDER RENT	6.00	N
					199-11-6399.40-001-622000					
				HIGH SCHOOL	403588	5520378824	C	ANNUAL CYLINDER RENT	31.00	N
					199-11-6399.40-001-622000					
				HIGH SCHOOL	403423	9166237646	C	GAS SHIELD CYLINDER &	254.00	N
					199-11-6399.40-001-622000					
								Check 115426 Total:	291.00	

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115427	11-20-2025	01757	ATSSB	HIGH SCHOOL	403642	CLYDE CISD 199-36-6499.41-001-699000	C	HS All region entry	255.00	N
				JR. HIGH	403650	CLYDE CISD 199-36-6499.41-041-699000	C	ALL REGION BAND ENTRY	375.00	N
Check 115427 Total:									630.00	
115428	11-20-2025	03163	B & H PHOTO & ELECT	UNDISTRIBUTED	403519	238859984 199-11-6399.75-999-6220TE	C	CLASSROOM PODCAST E	157.36	N
115429	11-20-2025	07115	BARRON SERVICE PA	TRANSPORTATION	403252	355867 199-34-6319.01-937-623000	C	RECURRING PO FOR PAR	55.12	N
				TRANSPORTATION	403400	356159 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	15.02	N
				TRANSPORTATION	403400	356598 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	28.24	N
				TRANSPORTATION	403400	356134 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	51.43	N
				TRANSPORTATION	403400	356141 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	17.59	N
				TRANSPORTATION	403400	356197 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	8.72	N
				TRANSPORTATION	403400	356085 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	66.85	N
				TRANSPORTATION	403400	356046 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	65.89	N
				TRANSPORTATION	403400	356687 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	46.99	N
				TRANSPORTATION	403426	356133 199-34-6319.01-937-699000	C	EGR VALVE & GASKET FO	344.80	N
				TRANSPORTATION	403400	356368 199-34-6319.01-937-699000	C	RECURRING PO FOR PAR	138.81	N
				MAINTENANCE	260070	355632 199-51-6319.03-936-699000	C	RECURRING PO FOR PAR	7.13	N
				MAINTENANCE	260070	357352 199-51-6319.03-936-699000	C	RECURRING PO FOR PAR	42.47	N
Check 115429 Total:									889.06	
115430	11-20-2025	02379	BIG COUNTRY RESTA	MAINTENANCE	403374	838776 199-51-6249.00-936-699000	C	REPAIR BAND CONCESSI	700.00	N
				MAINTENANCE	403487	838776 199-51-6249.00-936-699000	C	ICE MACHINE CONCESSIO	914.42	N
Check 115430 Total:									1,614.42	
115431	11-20-2025	07425	BRUCKNER'S TRUCK	TRANSPORTATION	403363	RA109009652:01 199-34-6249.00-937-699000	C	LABOR FOR REPAIR OF B	1,760.00	N
115432	11-20-2025	00512	BSN SPORTS, LLC	HIGH SCHOOL	403275	931815210 199-36-6399.04-001-691000	C	TRACK SUPPLIES & GEAR	959.90	N
				HIGH SCHOOL	403101	931778607 199-36-6399.16-001-691000	C	VARSITY PRO JACKETS	635.58	N
				HIGH SCHOOL	403275	931815210 199-36-6399.17-001-691000	C	TRACK SUPPLIES & GEAR	996.82	N
				HIGH SCHOOL	403275	931815210 199-36-6399.18-001-691000	C	TRACK SUPPLIES & GEAR	1,330.66	N
Check 115432 Total:									3,922.96	

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 8 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115433	11-20-2025	01009	CAROLINA BIOLOGICA	HIGH SCHOOL	403468 199-11-6399.05-001-611000	53210215 RI	C	LAB SUPPLIES	497.61	N
115434	11-20-2025	02368	CDW GOVERNMENT IN	UNDISTRIBUTED	403419 199-11-6399.75-999-611000	AG7C661	C	CLASSROOM HEADPHON	1,929.00	N
115435	11-20-2025	00262	CITIZENS EMERGENC	HIGH SCHOOL	403148 199-36-6219.01-001-691000	JV VS	C	ANNUAL EMERGENCY ST	180.00	N
				HIGH SCHOOL	403148 199-36-6219.01-001-691000	V VS JIM NED	C	ANNUAL EMERGENCY ST	202.50	N
Check 115435 Total:									382.50	
115436	11-20-2025	00756	CLYDE CISD OPERATI	ELEMENTARY	403631 205-11-6399.01-101-624000		C	HEADSTART MEAL REIMB	907.50	N
115437	11-20-2025	07989	CLYDE INTERMEDIATE	CLYDE CISD	060112 199-00-5753.01-000-600000		C	PARKING SPOT	703.00	N
				CLYDE CISD	060112 199-00-5753.01-000-600000		C	HAT PASS	633.60	N
Check 115437 Total:									1,336.60	
115438	11-20-2025	00040	CLYDE JOURNAL	SCHOOL BOARD	403229 199-41-6499.00-702-699000	VETERAN'S DAY	C	VETERANS DAY CEREMO	126.00	N
115439	11-20-2025	07578	COLLEGE BOARD	HIGH SCHOOL	403263 199-31-6339.00-001-699000	P2512615521	C	PSAT	276.77	N
115440	11-20-2025	01956	DECKER EQUIPMENT	MAINTENANCE	403458 199-51-6399.00-936-699000	637600A	C	REPLACE ELEMENTARY S	89.95	N
				MAINTENANCE	403489 199-51-6399.00-936-699000	637600A	C	ADD'L SWINGS	187.73	N
Check 115440 Total:									277.68	
115441	11-20-2025	08569	EDUCATION ADVANCE	HIGH SCHOOL	403429 199-31-6399.00-001-699000	INV-004877	C	TESTHOUND	5,000.00	N
115442	11-20-2025	03190	EDUPHORIA!, INC.	HIGH SCHOOL	403461 199-11-6399.00-001-611000	INV-10484	C	TX TEST MAKER	1,087.43	N
				JR. HIGH	403461 199-11-6399.00-041-611000	INV-10484	C	TX TEST MAKER	1,055.46	N
				INTERMEDIATE	403461 199-11-6399.00-103-611000	INV-10484	C	TX TEST MAKER	1,055.46	N
Check 115442 Total:									3,198.35	
115443	11-20-2025	06195	FRANKLIN COVEY	ELEMENTARY	403455 199-13-6219.00-101-699000	S100064962	C	COACHING DAY ELEM	3,350.00	N
115444	11-20-2025	05564	FSI OF ABILENE	MAINTENANCE	403614 199-51-6249.00-936-699000	1169541	C	YRLY A/C FILTERS ALL DI	2,592.00	N
115445	11-20-2025	08164	COREY HAAS	MAINTENANCE	403508 199-51-6249.00-936-699000	1791	C	SPRINKLER LEAK @ HS S	500.00	N
				MAINTENANCE	403612 199-51-6249.00-936-699000	1791	C	HS SPRINKLER REPAIR A	702.00	N
Check 115445 Total:									1,202.00	
115446	11-20-2025	00150	HAMILTON SUPPLY C	MAINTENANCE	403355 199-51-6319.03-936-699000	1163	C	MOWER PARTS & SUPPLI	136.89	N

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 9 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115447	11-20-2025	00780	J W PEPPER & SON C	HIGH SCHOOL	260030	368000908	C	MUSIC	11.00	N
					199-11-6399.55-001-611000					
				HIGH SCHOOL	260030	367968133	C	MUSIC	23.40	N
					199-11-6399.55-001-611000					
				HIGH SCHOOL	260030	367987831	C	MUSIC	32.59	N
					199-11-6399.55-001-611000					
				HIGH SCHOOL	260030	367960603	C	MUSIC	30.99	N
					199-11-6399.55-001-611000					
				JR. HIGH	260028	367978459	C	JH CHOIR SHEET MUSIC	98.96	N
					199-11-6399.55-041-611000					
				JR. HIGH	260028	367980704	C	JH CHOIR SHEET MUSIC	27.99	N
					199-11-6399.55-041-611000					
								Check 115447 Total:	224.93	
115448	11-20-2025	01847	JIM NED HIGH SCHOO	HIGH SCHOOL	403656	CLYDE CISD	C	TOURNAMENT ENTRY FE	575.00	N
					199-36-6499.12-001-691000					
115449	11-20-2025	07535	LEARNING WITHOUT T	ELEMENTARY	402855	INV240837	C	TYPING	1,401.75	N
					410-11-6399.00-101-611000					
				INTERMEDIATE	402855	INV240837	C	TYPING	1,401.75	N
					410-11-6399.00-103-611000					
								Check 115449 Total:	2,803.50	
115450	11-20-2025	08591	JASON MCADEN	TRANSPORTATION	403622		C	MILEAGE REIMBURSEME	105.00	N
					199-34-6299.00-937-699000					
115451	11-20-2025	05134	MILES ISD	HIGH SCHOOL	403655	CLYDE CISD	C	TOURNAMENT ENTRY FE	300.00	N
					199-36-6499.12-001-691000					
115452	11-20-2025	00803	NEAL'S AUTOMOTIVE	TRANSPORTATION	403488	37903	C	BUS 5 HC ADD' TIRES	61.80	N
					199-34-6319.00-937-623000					
				TRANSPORTATION	403390	37903	C	NEW TIRES FOR BUS 5HC	1,341.30	N
					199-34-6319.00-937-623000					
								Check 115452 Total:	1,403.10	
115453	11-20-2025	08547	POCKET COACH ACAD	HIGH SCHOOL	260079	0342	C	UIL RESOURCES FOR 25-2	2,500.00	N
					199-36-6399.04-001-699000					
115454	11-20-2025	02459	REECE PLUMBING	MAINTENANCE	403445	S122022045.001	C	TOILET DIAPHRAMS	152.69	N
					199-51-6319.02-936-699000					
115455	11-20-2025	00137	REGION 14 EDUCATIO	HIGH SCHOOL	403289	039542	C	CONTRACTED SERVICES	1,243.88	N
					199-11-6239.00-001-624000					
				JR. HIGH	403289	039542	C	CONTRACTED SERVICES	358.50	N
					199-11-6239.00-041-624000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	37.50	N
					199-11-6239.00-999-625000					
				HIGH SCHOOL	403289	039542	C	CONTRACTED SERVICES	812.50	N
					199-11-6239.01-001-621000					
				HIGH SCHOOL	403289	039542	C	CONTRACTED SERVICES	87.50	N
					199-11-6239.02-001-611000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	750.00	N
					199-13-6239.02-999-699000					
				HIGH SCHOOL	403289	039542	C	CONTRACTED SERVICES	1,299.38	N
					199-23-6239.00-001-699000					
				HIGH SCHOOL	403289	039542	C	CONTRACTED SERVICES	43.75	N
					199-31-6239.00-001-699000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	562.50	N
					199-33-6239.00-999-699000					

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 10 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr	Invoice Nbr	Typ Cd	Reason	Amount	EFT
					Fnd-Fnc-Obj.	So-Org-Prog				
				INDIRECT COST	403289	039542	C	CONTRACTED SERVICES	2,916.00	N
					199-53-6239.01-750-699000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	3,262.50	N
					199-53-6239.01-999-611000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	4,374.00	N
					199-53-6239.01-999-699000					
				INDIRECT COST	403289	039542	C	CONTRACTED SERVICES	561.75	N
					199-53-6239.02-750-699000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	227.45	N
					199-53-6239.02-999-611000					
								Check 115455 Total:	16,537.21	
115456	11-20-2025	07252	RISE VISION, INC.	UNDISTRIBUTED	403265	140309	C	DIGITAL SIGNAGE DISTRI	1,104.00	N
					199-53-6399.24-999-699000					
115457	11-20-2025	05643	SCHOOL COMP	ELEMENTARY	403596	19479	C	OCTOBER CLAIMS COST	1,196.65	N
					199-11-6143.00-101-611000					
				INTERMEDIATE	403596	19479	C	OCTOBER CLAIMS COST	13.00	N
					199-11-6143.00-103-699000					
								Check 115457 Total:	1,209.65	
115458	11-20-2025	04464	STAPLES BUSINESS C	INTERMEDIATE	403157	6046079312	C	PE/GENERAL SUPPLIES -	19.18	N
					199-11-6399.00-103-624000					
115459	11-20-2025	07164	STERLING COMPUTER	UNDISTRIBUTED	403448	0226709	C	CAB COMPUTER	1,065.51	N
					199-53-6399.02-999-699000					
	11-21-2025			UNDISTRIBUTED	403448	0226709	D	WRONG CHECK NUMBER	-1,065.51	N
					199-53-6399.02-999-699000					
								Check 115459 Total:	.00	
115460	11-20-2025	01927	TASB, INC	SCHOOL BOARD	403621	680166	C	LOCAL DISTRICT UPDATE	90.00	N
					199-41-6219.00-702-699000					
				SCHOOL BOARD	403626	685158	C	POLICY UPDATE 126	3,576.00	N
					199-41-6219.00-702-699000					
								Check 115460 Total:	3,666.00	
115461	11-20-2025	02216	TCEA	UNDISTRIBUTED	403601	61137942	C	ANNUAL CONF REGISTRA	454.00	N
					199-12-6411.01-999-699000					
115462	11-20-2025	08589	TEXAS A&M AGRILIFE	HIGH SCHOOL	403344	E600911	C	Instructional Materials	409.85	N
					199-11-6399.41-001-622000					
115463	11-20-2025	08595	CALEB THOMASSON	TRANSPORTATION	403385		C	FUEL FOR SUBURBAN	15.23	N
					199-34-6311.01-937-699000					
115464	11-20-2025	06912	TX TEES	HIGH SCHOOL	403592	12067	C	EMBROIDERY FOR COAC	224.00	N
					199-36-6399.11-001-691000					
115465	11-20-2025	06437	WAGNER SUPPLY	MAINTENANCE	403511	175466	C	Operating Supplies Custodia	1,112.62	N
					199-51-6319.01-936-699000					
115466	11-20-2025	03637	WALSH,GALLEGOS,KY	SUPT'S OFFICE	403608	719025	C	CONSTRUCTION 2025	900.00	N
					199-41-6211.00-701-699000					
				SUPT'S OFFICE	403608	719026	C	PARENT COMPLAINT	1,131.00	N
					199-41-6211.00-701-699000					
								Check 115466 Total:	2,031.00	
115467	11-20-2025	07860	X-GRAIN SPORTSWEA	HIGH SCHOOL	403298	340272	C	COACHES PULLOVERS	240.00	N
					199-36-6399.11-001-691000					

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 11 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115468	11-20-2025	00137	REGION 14 EDUCATIO	UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	968.75	N
					255-13-6239.00-999-624000					
				UNDISTRIBUTED	403289	039542	C	CONTRACTED SERVICES	562.50	N
					289-11-6239.00-999-624000					
Check 115468 Total:									1,531.25	
115469	11-21-2025	07719	ALBANY HIGH SCHOO	HIGH SCHOOL	403574		C	MEALS AT ALBANY GAME	320.00	N
					199-36-6412.12-001-691000					
115470	11-21-2025	06886	ALL COPY	HIGH SCHOOL	060121	AR42051	C	COPY MACHINE RENTAL	872.25	N
					199-11-6269.00-001-611000					
				JR. HIGH	060121	AR42048	C	COPY MACHINE RENTAL	740.87	N
					199-11-6269.00-041-611000					
				ELEMENTARY	060121	AR42050	C	COPY MACHINE RENTAL	1,403.54	N
					199-11-6269.00-101-611000					
				ELEMENTARY		AR42050	M	OVER CHARGED	-196.13	N
					199-11-6269.00-101-611000					
				INTERMEDIATE	060121	AR42049	C	COPY MACHINE RENTAL	745.59	N
					199-11-6269.00-103-611000					
				HIGH SCHOOL	060121	AR42049/AR42047	C	COPY MACHINE RENTAL	256.83	N
					199-12-6269.00-001-699000					
				SUPT'S OFFICE	060121	AR42051	C	COPY MACHINE RENTAL	99.59	N
					199-41-6269.01-701-699000					
Check 115470 Total:									3,922.54	
115471	11-21-2025	08206	KAY BAILEY	TRANSPORTATION	403190		C	DRIVE STUDENTS TO TST	180.00	N
					199-34-6299.00-937-699000					
115472	11-21-2025	06930	BIG COUNTRY HARDW	MAINTENANCE	403181	100000	C	RECURRING PO FOR SUP	500.00	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403259	100000	C	RECURRING PO FOR SUP	500.00	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403359	100000	C	RECURRING PO FOR SUP	500.00	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403473	100000	C	RECURRING PO FOR SUP	97.14	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403402	100000	C	SWITCHES FOR HS LOCK	150.00	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403092	100000	C	RECURRING PO FOR SUP	104.24	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403350	100000	C	SUPPLIES FOR JH & HS	466.81	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403147	100000	C	LIGHT SWITCHES FOR HS	167.88	N
					199-51-6319.02-936-699000					
				MAINTENANCE	403444	100000	C	FILTERS FOR JH FILED	242.91	N
					199-51-6319.02-936-699000					
Check 115472 Total:									2,728.98	
115473	11-21-2025	02379	BIG COUNTRY RESTA	HIGH SCHOOL	060120	M32019	C	ICE MACHINE LEASES	125.00	N
					199-36-6269.01-001-699000					
				MAINTENANCE	060120	M32020	C	ICE MACHINE LEASES	70.00	N
					199-51-6269.01-936-699000					
				MAINTENANCE	060120	M32022	C	ICE MACHINE LEASES	75.00	N
					199-51-6269.01-936-699000					
				MAINTENANCE	060120	M32024	C	ICE MACHINE LEASES	75.00	N
					199-51-6269.01-936-699000					
				MAINTENANCE	060120	M32025	C	ICE MACHINE LEASES	75.00	N
					199-51-6269.01-936-699000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115484	11-30-2025	02260	DUBLIN ATHLETIC BO	HIGH SCHOOL	403716 199-36-6499.12-001-691000		C	TOURNAMENT ENTRY FE	400.00	N
115485	11-30-2025	08354	MILES HIGH SCHOOL	HIGH SCHOOL	403753 199-36-6412.12-001-691000		C	MEAL DEALS FOR TOURN	153.00	N
115486	11-30-2025	04853	A J ENTERPRISES	TRANSPORTATION	403721 199-34-6249.00-937-699000	29300	C	TB 2 REPAIR	404.50	N
115487	11-30-2025	07379	ABILENE AUTO GLASS	TRANSPORTATION	403427 199-34-6249.00-937-699000	104109	C	CHIP IN SUV 4 WINDSHIEL	60.00	N
				TRANSPORTATION	403692 199-34-6249.00-937-699000	104109	C	ADD'L CHIP REPAIR SUV 4	319.00	N
								Check 115487 Total:	379.00	
115488	11-30-2025	07377	ACTION CAREER TRAI	TRANSPORTATION	403479 199-34-6219.01-937-699000	18740	C	TRAINING A NEW DRIVER	1,095.00	N
115489	11-30-2025	07141	AGPARTS WORLDWID	UNDISTRIBUTED	403671 199-11-6399.75-999-6110TE	AR026955	C	CHROMEBOOK PARTS	599.70	N
				UNDISTRIBUTED	403518 199-11-6399.75-999-6110TE	AR026538	C	CHROMEBOOK PARTS	2,573.90	N
								Check 115489 Total:	3,173.60	
115490	11-30-2025	00103	AIRGAS USA, LLC	HIGH SCHOOL	403588 199-11-6399.40-001-622000	5521056138	C	ANNUAL CYLINDER RENT	48.00	N
				HIGH SCHOOL	403423 199-11-6399.40-001-622000	9166832064	C	GAS SHIELD CYLINDER &	66.20	N
				HIGH SCHOOL	403397 199-11-6399.40-001-622000	9166832088	C	DISC FLAPS FOR CLASS I	66.40	N
				HIGH SCHOOL	403442 199-11-6399.40-001-622000	9166703131	C	BLADE BANDSAW	175.40	N
				HIGH SCHOOL	403397 199-11-6399.40-001-622000	9166832107	C	DISC FLAPS FOR CLASS I	132.80	N
								Check 115490 Total:	488.80	
115491	11-30-2025	00648	AT&T MOBILITY	UNDISTRIBUTED	060131 199-51-6259.02-999-699000	X11232025	C	WIRELESS PHONE	840.46	N
115492	11-30-2025	02846	ATMOS ENERGY	MAINTENANCE	060133 199-51-6259.03-936-699000	3032351480	C	NATURAL GAS	184.05	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3024167767	C	NATURAL GAS	612.24	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3032351284	C	NATURAL GAS	523.44	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3132350810	C	NATURAL GAS	703.48	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3024167981	C	NATURAL GAS	266.77	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3032350338	C	NATURAL GAS	396.94	N
				MAINTENANCE	060133 199-51-6259.03-936-699000	3032350589	C	NATURAL GAS	458.97	N
								Check 115492 Total:	3,145.89	
115493	11-30-2025	02379	BIG COUNTRY RESTA	MAINTENANCE	403685 199-51-6249.00-936-699000	838771	C	HS DISH WASHER DOOR	262.75	N
				MAINTENANCE	403685 199-51-6399.01-936-699000	838771	C	HS DISH WASHER DOOR	278.11	N
								Check 115493 Total:	540.86	

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 14 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115494	11-30-2025	06639	MAKENZIE BINGHAM	UNDISTRIBUTED	403714 199-41-6411.00-999-699012		C	MEALS FOR IMCAT CONF	119.00	N
115495	11-30-2025	02364	BRADY ISD	UNDISTRIBUTED	403746 199-36-6299.PO-999-691000	10302025	C	VOLLEYBALL PLAYOFF RE	431.60	N
115496	11-30-2025	08326	C4 FUELS LLC	TRANSPORTATION	060137 199-34-6311.01-937-623000	86919	C	FUEL FOR DISTRICT VEHI	456.00	N
				TRANSPORTATION	060137 199-34-6311.01-937-699000	86919	C	FUEL FOR DISTRICT VEHI	4,104.00	N
Check 115496 Total:									4,560.00	
115497	11-30-2025	02368	CDW GOVERNMENT IN	UNDISTRIBUTED	403395 199-11-6399.75-999-611000	AG8K31B	C	NEWLINE FOR DRV ED CL	1,450.00	N
115498	11-30-2025	00262	CITIZENS EMERGENC	HIGH SCHOOL	403148 199-36-6219.01-001-691000	PLAYOFFS	C	ANNUAL EMERGENCY ST	225.00	N
115499	11-30-2025	00126	CITY OF CLYDE	MAINTENANCE	060132 199-51-6259.00-936-699000	CISD	C	WATER BILL	11,009.85	N
115500	11-30-2025	04582	CONLEY PRINTING CO	HIGH SCHOOL	060129 199-11-6399.00-001-611000	67716	C	CLASS SCHEDULE	187.28	N
				INDIRECT COST	060129 199-41-6499.00-750-699000	67593	C		484.44	N
Check 115500 Total:									671.72	
115501	11-30-2025	07830	CTL CORPORATION	UNDISTRIBUTED	403299 199-11-6399.75-999-611000	INV405960	C	CLASSROOM COMPUTING	1,933.97	N
115502	11-30-2025	00609	DRAMATIC PUBLISHIN	JR. HIGH	403527 199-11-6399.12-041-611000	100190864	C	OAP Rights	220.00	N
115503	11-30-2025	00163	EICHELBAUM, WARDE	JR. HIGH	403675 199-23-6499.00-041-699000	96296	C	CHEER LEGAL ISSUES TR	225.00	N
115504	11-30-2025	03148	GANDY'S	HIGH SCHOOL	403763 240-35-6341.01-001-699000	1199619	C	MILK STATEMENT	1,075.37	N
				JR. HIGH	403763 240-35-6341.01-041-699000	1199619	C	MILK STATEMENT	1,459.77	N
				ELEMENTARY	403763 240-35-6341.01-101-699000	1199619	C	MILK STATEMENT	2,566.97	N
				INTERMEDIATE	403763 240-35-6341.01-103-699000	1199619	C	MILK STATEMENT	1,730.83	N
Check 115504 Total:									6,832.94	
115505	11-30-2025	07512	HENRY SCHEIN CORP.	UNDISTRIBUTED	260049 199-33-6399.01-999-699000	46548319	C	AED REPLACEMENTS	437.75	N
115506	11-30-2025	05298	INCA TRIO FIRE SERVI	MAINTENANCE	403682 199-51-6249.00-936-699000	63745	C	DUCT DETECTOR	1,195.00	N
115507	11-30-2025	02922	INGRAM CLEANERS	HIGH SCHOOL	403738 199-36-6299.41-001-699000	6C9331	C	UNIFORM CLEANING	660.94	N
115508	11-30-2025	07924	JACKSBORO ISD	UNDISTRIBUTED	403747 199-36-6299.PO-999-691000	6500	C	FOOTBALL PLAYOFF REN	559.90	N
115509	11-30-2025	05258	JOSTENS	HIGH SCHOOL	403745 199-11-6499.01-001-611000	38009889	C	ADDITIONAL DIPLOMAS	35.60	N

Date Run: 01-21-2026 7:57 AM				Y-T-D Check Payments				Program: FIN1750		
Cnty Dist: 030-902				CLYDE CISD				Page: 15 of 23		
From To				Sort by Check Number, Account Code				File ID: C		
Accounting Period: 11										
Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115510	11-30-2025	06700	KLEMENT DISTRIBUTI	HIGH SCHOOL	403762	138	C	ICE CREAM STATEMENT	133.75	N
					240-35-6341.03-001-699000					
				JR. HIGH	403762	138	C	ICE CREAM STATEMENT	133.75	N
					240-35-6341.03-041-699000					
				ELEMENTARY	403762	138	C	ICE CREAM STATEMENT	267.50	N
					240-35-6341.03-101-699000					
				INTERMEDIATE	403762	138	C	ICE CREAM STATEMENT	327.40	N
					240-35-6341.03-103-699000					
				FOOD SERVICE	403762	138	C	ICE CREAM STATEMENT	356.76	N
					240-35-6341.06-938-699000					
								Check 115510 Total:	1,219.16	
115511	11-30-2025	04369	LABATT FOOD SERVIC	HIGH SCHOOL	403761	494240	C	GROCERY STATEMENT	31.98	N
					240-35-6319.00-001-699000					
				JR. HIGH	403761	494240	C	GROCERY STATEMENT	329.48	N
					240-35-6319.00-041-699000					
				INTERMEDIATE	403761	494240	C	GROCERY STATEMENT	22.28	N
					240-35-6319.00-103-699000					
				HIGH SCHOOL	403761	494240	C	GROCERY STATEMENT	6,681.70	N
					240-35-6341.03-001-699000					
				JR. HIGH	403761	494240	C	GROCERY STATEMENT	5,303.50	N
					240-35-6341.03-041-699000					
				ELEMENTARY	403761	494240	C	GROCERY STATEMENT	5,876.40	N
					240-35-6341.03-101-699000					
				INTERMEDIATE	403761	494240	C	GROCERY STATEMENT	4,642.95	N
					240-35-6341.03-103-699000					
				FOOD SERVICE	403761	494240	C	GROCERY STATEMENT	1,849.46	N
					240-35-6341.06-938-699000					
				HIGH SCHOOL	403761	494240	C	GROCERY STATEMENT	695.83	N
					240-35-6342.02-001-699000					
				JR. HIGH	403761	494240	C	GROCERY STATEMENT	430.51	N
					240-35-6342.02-041-699000					
				ELEMENTARY	403761	494240	C	GROCERY STATEMENT	487.21	N
					240-35-6342.02-101-699000					
				INTERMEDIATE	403761	494240	C	GROCERY STATEMENT	443.08	N
					240-35-6342.02-103-699000					
								Check 115511 Total:	26,794.38	
115512	11-30-2025	05827	MANNY MARTINEZ	HIGH SCHOOL	403658	CLYDE CISD	C	BAND CLINICS	375.00	N
					199-36-6219.41-001-699000					
115513	11-30-2025	04479	MUELLER SUPPLY INC	HIGH SCHOOL	403737	7829243	C	SCHOOL TRAILER BUILD	50.68	N
					199-11-6639.40-001-622000					
115514	11-30-2025	06796	N-TUNE MUSIC AND S	HIGH SCHOOL	403100	NT2089	C	BAND INSTRUMENTS	7,104.00	N
					199-11-6399.41-001-611400					
				HIGH SCHOOL	402860	NT1903	C	BAND INSTRUMENTS	1,299.00	N
					199-11-6399.41-001-611400					
				HIGH SCHOOL	403759	NT2090	C	INSTRUMENT SUPPLIES	24.00	N
					199-36-6399.41-001-699000					
				HIGH SCHOOL	403099	NT1828	C	INSTRUMENT SUPPLIES	42.50	N
					199-36-6399.41-001-699000					
				HIGH SCHOOL	402861	NT1646	C	INSTRUMENT SUPPLIES	89.80	N
					199-36-6399.41-001-699000					
				HIGH SCHOOL	403758	NT2045	C	INSTRUMENT SUPPLIES	878.50	N
					199-36-6399.41-001-699000					
								Check 115514 Total:	9,437.80	

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115515	11-30-2025	07470	PEST PATROL	MAINTENANCE	402846 199-51-6249.00-936-699000	11177875 00-936-699000	C	YEARLY PEST CONTROL	324.00	N
115516	11-30-2025	05952	POWERSCHOOL LLC	INDIRECT COST	403728 199-41-6299.00-750-699000	INV466801 00-750-699000	C	HR SOFTWARE FINAL	1,710.71	N
115517	11-30-2025	02459	REECE PLUMBING	MAINTENANCE	403454 199-51-6319.02-936-699000	S122234336.001 02-936-699000	C	RECURRING PO FOR SUP	44.82	N
115518	11-30-2025	00022	ROBERTS TRUCK CEN	TRANSPORTATION	403683 199-34-6319.01-937-699000	X8033043215:01 01-937-699000	C	TURBO GASKET FOR BUS	8.04	N
115519	11-30-2025	00473	SAM'S CLUB DIRECT	HIGH SCHOOL	403634 199-36-6399.00-001-691000	002243 00-001-691000	C	CONTAINERS	242.46	N
				HIGH SCHOOL	403589 199-36-6399.11-001-691000	000365 11-001-691000	C	LAUNDRY DETERGENT	80.90	N
				INDIRECT COST	060127 199-41-6399.00-750-699000	000837 00-750-699000	C	SUPPLIES	68.96	N
				SCHOOL BOARD	060127 199-41-6399.05-702-699000	000837 05-702-699000	C	SUPPLIES	43.58	N
								Check 115519 Total:	435.90	
115520	11-30-2025	08285	SHREDDING SERVICE	HIGH SCHOOL	060130 199-11-6249.00-001-611000	34238 00-001-611000	C	SHREDDING SERVICES	26.25	N
				JR. HIGH	060130 199-11-6249.00-041-611000	34238 00-041-611000	C	SHREDDING SERVICES	26.25	N
				ELEMENTARY	060130 199-11-6249.00-101-611000	34238 00-101-611000	C	SHREDDING SERVICES	26.25	N
				INTERMEDIATE	060130 199-11-6249.00-103-611000	34238 00-103-611000	C	SHREDDING SERVICES	26.25	N
								Check 115520 Total:	105.00	
115521	11-30-2025	01927	TASB, INC	SCHOOL BOARD	060128 199-41-6214.00-702-699000	683425 00-702-699000	C	PO 403687	540.26	N
				SCHOOL BOARD	403687 199-41-6219.00-702-699000	683425 00-702-699000	C	TASB 2026 MEMBERSHIP	3,037.62	N
								Check 115521 Total:	3,577.88	
115522	11-30-2025	02605	TEX-OMA BUILDERS S	UNDISTRIBUTED	403467 429-52-6299.00-999-699200	817760 00-999-699200	C	DISTRICT DOOR UPGRAD	32,769.00	N
115523	11-30-2025	02981	AGENCY 405	INDIRECT COST	060136 199-41-6219.00-750-699000	202510-322461 00-750-699000	C	BACKGROUND CHECKS	27.00	N
115524	11-30-2025	07863	THE UNIVERSITY OF T	UNDISTRIBUTED	403661 199-36-6299.PO-999-691000	CLYDE CISD PO-999-691000	C	16% PAYMENT FOR PLAY	711.20	N
				UNDISTRIBUTED	403749 199-36-6299.PO-999-691000	CLYDE CISD PO-999-691000	C	UIL PAYMENT FOR PLAYO	678.56	N
								Check 115524 Total:	1,389.76	
115525	11-30-2025	06912	TX TEES	HIGH SCHOOL	403701 199-36-6399.16-001-691000	12099 16-001-691000	C	BASEBALL UNIFORM UND	414.00	N
115526	11-30-2025	05064	U.S. FOODSERVICE , I	FOOD SERVICE	403723 240-35-6341.05-938-699000	5264357 05-938-699000	C	COMMODITY DELIVERY F	180.63	N
115527	11-30-2025	00098	UNIFIRST CORPORATI	MAINTENANCE	060135 199-51-6319.01-936-699000	1480445 01-936-699000	C	JANITORIAL SUPPLIES	11,595.98	N
				MAINTENANCE	060135 199-51-6499.01-936-699000	1480445 01-936-699000	C	UNIFORMS	358.64	N
								Check 115527 Total:	11,954.62	

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
115528	11-30-2025	05310	UNITED SUPERMARKE	HIGH SCHOOL	403269	110600204059	C	CBVI SUPPLIES	26.05	N
					199-11-6399.00-001-623000					
				HIGH SCHOOL	403269	102100301856	C	CBVI SUPPLIES	13.45	N
					199-11-6399.00-001-623000					
				HIGH SCHOOL	403583	111100307721	C	LAB SUPPLIES	15.96	N
					199-11-6399.05-001-611000					
								Check 115528 Total:	55.46	
115529	11-30-2025	00810	UNIVERSITY OF TEXA	UNDISTRIBUTED	403750	CLYDE CISD	C	UIL PAYMENT FOR PLAYO	138.72	N
					199-36-6299.PO-999-691000					
				HIGH SCHOOL	403740	26-0044	C	STATE MARCHING ENTRY	800.00	N
					199-36-6412.41-001-699400					
								Check 115529 Total:	938.72	
115530	11-30-2025	08481	FIRST NATIONAL BAN	CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	.10	N
					199-36-6412.21-001-691000					
				CLYDE CISD	403097		Y	MEAL AT SNYDER GAME	11.00	N
					199-23-6411.00-001-699000					
				CLYDE CISD	403222		Y	BUZZ SPROUT FOR PODC	18.00	N
					199-11-6399.75-999-622000					
				CLYDE CISD	403222		Y	BUZZ SPROUT FOR PODC	18.00	N
					199-11-6399.75-999-622000					
				CLYDE CISD	402958		Y	FUEL	50.00	N
					199-34-6311.01-937-699000					
				CLYDE CISD	402959		Y	FUEL	50.00	N
					199-34-6311.01-937-699000					
				CLYDE CISD	403003		Y	FUEL FOR SHALLOWATER	50.00	N
					199-34-6311.01-937-699000					
				CLYDE CISD	402917		Y	TSNAP DUES	55.00	N
					199-13-6495.00-999-699000					
				CLYDE CISD	060042		Y	FUEL	60.00	N
					199-51-6311.00-936-699000					
				CLYDE CISD	403150		Y	MEALS & FUEL AT LUBBO	70.00	N
					199-34-6311.01-937-699000					
				CLYDE CISD	260042		Y	SEPTEMBER JH VBALL ME	16.02	N
					199-36-6412.21-041-691000					
				CLYDE CISD	402975		Y	FUEL FOR CHEER-SHALL	66.14	N
					199-34-6311.01-937-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	17.18	N
					199-36-6412.60-001-691000					
				CLYDE CISD	402979		Y	MEAL AT SHALLOWATER	27.18	N
					199-23-6411.00-001-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	73.19	N
					199-36-6412.19-041-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	14.21	N
					199-53-6411.00-999-699000					
				CLYDE CISD	403049		Y	MEAL AT DISTRICT UIL ME	19.21	N
					199-23-6411.00-001-699000					
				CLYDE CISD	403049		Y	MEAL AT DISTRICT UIL ME	19.21	N
					199-36-6411.01-041-699000					
				CLYDE CISD	403150		Y	MEALS & FUEL AT LUBBO	33.23	N
					199-36-6412.14-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	31.37	N
					199-36-6412.19-001-691000					
				CLYDE CISD	403102		Y	Admin meal for Shallowater	36.41	N
					199-23-6411.00-041-699000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				CLYDE CISD	260002		Y	TASBO TRAINING	14.42	N
					199-53-6411.00-999-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	23.45	N
					199-36-6412.19-001-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	37.45	N
					199-53-6411.00-999-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	80.48	N
					199-36-6412.60-001-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	49.50	N
					199-53-6411.00-999-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	57.54	N
					199-36-6412.60-001-691000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	96.59	N
					199-36-6412.21-001-691000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	59.66	N
					199-36-6412.21-001-691000					
				CLYDE CISD	403185		Y	FUEL FOR CONFERENCE	59.72	N
					199-34-6311.01-937-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	27.75	N
					199-36-6412.60-001-691000					
				CLYDE CISD	403129		Y	CHEER DINNER	80.75	N
					199-36-6412.60-041-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	19.81	N
					199-53-6411.00-999-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	68.82	N
					199-36-6412.60-001-691000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	35.85	N
					199-36-6412.60-001-691000					
				CLYDE CISD	402918		Y	DPS CREDITS FOR CNA	27.86	N
					199-11-6339.60-101-622000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	72.89	N
					199-36-6412.21-001-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	50.90	N
					199-53-6411.00-999-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	91.91	N
					199-36-6412.19-001-691000					
				CLYDE CISD	060044		Y	TRAVEL HS CHOIR	60.92	N
					199-36-6412.50-001-699000					
				CLYDE CISD	402958		Y	FUEL	8.94	N
					199-34-6311.01-937-699000					
				CLYDE CISD	403007		Y	DISTRICT BASKETBALL M	25.98	N
					199-36-6411.01-001-691000					
				CLYDE CISD	402933		Y	MIRROR FOR BUS 5HC	41.99	N
					199-34-6319.01-937-623000					
				CLYDE CISD	403126		Y	MEALS FOR OLNEY MEET	102.00	N
					199-36-6412.14-001-691000					
				CLYDE CISD	403126		Y	MEALS FOR OLNEY MEET	102.00	N
					199-36-6412.14-041-691000					
				CLYDE CISD	402986		Y	GENERATION GENIUS - LI	625.00	N
					199-11-6399.05-103-611000					
				CLYDE CISD	402976		Y	DISTRICT KICKOFF MEAL	625.00	N
					199-36-6412.21-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	437.00	N
					199-36-6412.19-001-691000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				CLYDE CISD	403017		Y	TACS 2025 FALL CONFER	438.00	N
					199-41-6411.00-701-699000					
				CLYDE CISD	402841		Y	EMERGENCY WATER	240.00	N
					199-51-6399.01-936-699000					
				CLYDE CISD	403143		Y	MEMBERSHIP TASA	340.00	N
					199-13-6495.00-999-699000					
				CLYDE CISD	403187		Y	HOTEL FOR TXED CONF	340.00	N
					199-41-6411.00-701-699000					
				CLYDE CISD	403162		Y	MUSICAL LICENSING CON	2,445.00	N
					199-11-6399.51-001-611000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	650.00	N
					199-36-6412.19-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	650.00	N
					199-36-6412.19-041-691000					
				CLYDE CISD	403037		Y	CODY'S MEMBERSHIP FE	155.00	N
					199-34-6495.00-937-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	270.00	N
					199-36-6412.19-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	175.00	N
					199-36-6412.19-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	175.00	N
					199-36-6412.19-001-691000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	175.00	N
					199-36-6412.19-001-691000					
				CLYDE CISD	403010		Y	IMCAT CONF LODGING	189.00	N
					199-41-6411.00-999-699012					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	115.02	N
					199-36-6412.60-001-691000					
				CLYDE CISD	060044		Y	TRAVEL HS CHOIR	128.06	N
					199-36-6412.50-001-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	535.23	N
					199-36-6412.19-001-691000					
				CLYDE CISD	402870		Y	BAND GAME MEALS SEPT	115.29	N
					199-36-6412.41-001-699000					
				CLYDE CISD	060044		Y	TRAVEL CHEER	186.31	N
					199-36-6412.60-001-691000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	160.37	N
					199-36-6412.21-001-691000					
				CLYDE CISD	060041		Y	TRAVEL JH CHEER	132.45	N
					199-36-6412.60-041-691000					
				CLYDE CISD	402870		Y	BAND GAME MEALS SEPT	454.47	N
					199-36-6412.41-001-699000					
				CLYDE CISD	260023		Y	SEPTEMBER FOOTBALL	237.50	N
					199-36-6412.19-041-691000					
				CLYDE CISD	260014		Y	TX ED CON HOUSTON	777.50	N
					199-41-6411.00-701-699000					
				CLYDE CISD	402870		Y	BAND GAME MEALS SEPT	734.66	N
					199-36-6412.41-001-699000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	310.68	N
					199-36-6412.21-001-691000					
				CLYDE CISD	260002		Y	TASBO TRAINING	394.83	N
					199-53-6411.00-999-699000					
				CLYDE CISD	402873		Y	SEPTEMBER VBALL MEAL	159.84	N
					199-36-6412.21-001-691000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
12-05-2025				CLYDE CISD	402870		Y	BAND GAME MEALS SEPT	671.84	N
					199-36-6412.41-001-699000					
				CLYDE CISD	260060		Y	NOTARY PUBLIC	141.87	N
					199-41-6399.01-701-699000					
				CLYDE CISD	260045		Y	SEPTEMBER CHEER MEA	119.92	N
					199-36-6412.60-001-691000					
				CLYDE CISD	403052		Y	A/C PARTS	428.94	N
					199-51-6319.02-936-699000					
				CLYDE CISD	060123		C	PYMT VISA-FNBO	12,454.70	N
					199-00-2110.02-000-600000					
				CLYDE CISD	060123		D	VOIDED PREVIOUSLY	-12,454.70	N
					199-00-2110.02-000-600000					
				ELEMENTARY	402918		D	VOIDED PREVIOUSLY	-27.86	N
					199-11-6339.60-101-622000					
				INTERMEDIATE	402986		D	VOIDED PREVIOUSLY	-625.00	N
					199-11-6399.05-103-611000					
				HIGH SCHOOL	403162		D	VOIDED PREVIOUSLY	-2,445.00	N
					199-11-6399.51-001-611000					
				UNDISTRIBUTED	403222		D	VOIDED PREVIOUSLY	-18.00	N
					199-11-6399.75-999-622000					
				UNDISTRIBUTED	403222		D	VOIDED PREVIOUSLY	-18.00	N
					199-11-6399.75-999-622000					
				UNDISTRIBUTED	402917		D	VOIDED PREVIOUSLY	-55.00	N
					199-13-6495.00-999-699000					
				UNDISTRIBUTED	403143		D	VOIDED PREVIOUSLY	-340.00	N
					199-13-6495.00-999-699000					
				HIGH SCHOOL	403097		D	VOIDED PREVIOUSLY	-11.00	N
					199-23-6411.00-001-699000					
				HIGH SCHOOL	402979		D	VOIDED PREVIOUSLY	-27.18	N
					199-23-6411.00-001-699000					
				HIGH SCHOOL	403049		D	VOIDED PREVIOUSLY	-19.21	N
					199-23-6411.00-001-699000					
				JR. HIGH	403102		D	VOIDED PREVIOUSLY	-36.41	N
					199-23-6411.00-041-699000					
				TRANSPORTATION	402958		D	VOIDED PREVIOUSLY	-50.00	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	402959		D	VOIDED PREVIOUSLY	-50.00	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	403003		D	VOIDED PREVIOUSLY	-50.00	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	403150		D	VOIDED PREVIOUSLY	-70.00	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	402975		D	VOIDED PREVIOUSLY	-66.14	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	403185		D	VOIDED PREVIOUSLY	-59.72	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	402958		D	VOIDED PREVIOUSLY	-8.94	N
					199-34-6311.01-937-699000					
				TRANSPORTATION	402933		D	VOIDED PREVIOUSLY	-41.99	N
					199-34-6319.01-937-623000					
				TRANSPORTATION	403037		D	VOIDED PREVIOUSLY	-155.00	N
					199-34-6495.00-937-699000					
				HIGH SCHOOL	403007		D	VOIDED PREVIOUSLY	-25.98	N
					199-36-6411.01-001-691000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				JR. HIGH	403049		D	VOIDED PREVIOUSLY	-19.21	N
					199-36-6411.01-041-699000					
				HIGH SCHOOL	403150		D	VOIDED PREVIOUSLY	-33.23	N
					199-36-6412.14-001-691000					
				HIGH SCHOOL	403126		D	VOIDED PREVIOUSLY	-102.00	N
					199-36-6412.14-001-691000					
				JR. HIGH	403126		D	VOIDED PREVIOUSLY	-102.00	N
					199-36-6412.14-041-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-31.37	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-23.45	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-91.91	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-437.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-650.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-270.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-175.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-175.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-175.00	N
					199-36-6412.19-001-691000					
				HIGH SCHOOL	260023		D	VOIDED PREVIOUSLY	-535.23	N
					199-36-6412.19-001-691000					
				JR. HIGH	260023		D	VOIDED PREVIOUSLY	-73.19	N
					199-36-6412.19-041-691000					
				JR. HIGH	260023		D	VOIDED PREVIOUSLY	-650.00	N
					199-36-6412.19-041-691000					
				JR. HIGH	260023		D	VOIDED PREVIOUSLY	-237.50	N
					199-36-6412.19-041-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-.10	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-96.59	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-59.66	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-72.89	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402976		D	VOIDED PREVIOUSLY	-625.00	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-160.37	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-310.68	N
					199-36-6412.21-001-691000					
				HIGH SCHOOL	402873		D	VOIDED PREVIOUSLY	-159.84	N
					199-36-6412.21-001-691000					
				JR. HIGH	260042		D	VOIDED PREVIOUSLY	-16.02	N
					199-36-6412.21-041-691000					
				HIGH SCHOOL	402870		D	VOIDED PREVIOUSLY	-115.29	N
					199-36-6412.41-001-699000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				HIGH SCHOOL	402870		D	VOIDED PREVIOUSLY	-454.47	N
					199-36-6412.41-001-699000					
				HIGH SCHOOL	402870		D	VOIDED PREVIOUSLY	-734.66	N
					199-36-6412.41-001-699000					
				HIGH SCHOOL	402870		D	VOIDED PREVIOUSLY	-671.84	N
					199-36-6412.41-001-699000					
				HIGH SCHOOL	060044		D	VOIDED PREVIOUSLY	-60.92	N
					199-36-6412.50-001-699000					
				HIGH SCHOOL	060044		D	VOIDED PREVIOUSLY	-128.06	N
					199-36-6412.50-001-699000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-17.18	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-80.48	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-57.54	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-27.75	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-68.82	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-35.85	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-115.02	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	060044		D	VOIDED PREVIOUSLY	-186.31	N
					199-36-6412.60-001-691000					
				HIGH SCHOOL	260045		D	VOIDED PREVIOUSLY	-119.92	N
					199-36-6412.60-001-691000					
				JR. HIGH	403129		D	VOIDED PREVIOUSLY	-80.75	N
					199-36-6412.60-041-691000					
				JR. HIGH	060041		D	VOIDED PREVIOUSLY	-132.45	N
					199-36-6412.60-041-691000					
				SUPT'S OFFICE	260060		D	VOIDED PREVIOUSLY	-141.87	N
					199-41-6399.01-701-699000					
				SUPT'S OFFICE	403017		D	VOIDED PREVIOUSLY	-438.00	N
					199-41-6411.00-701-699000					
				SUPT'S OFFICE	403187		D	VOIDED PREVIOUSLY	-340.00	N
					199-41-6411.00-701-699000					
				SUPT'S OFFICE	260014		D	VOIDED PREVIOUSLY	-777.50	N
					199-41-6411.00-701-699000					
				UNDISTRIBUTED	403010		D	VOIDED PREVIOUSLY	-189.00	N
					199-41-6411.00-999-699012					
				MAINTENANCE	060042		D	VOIDED PREVIOUSLY	-60.00	N
					199-51-6311.00-936-699000					
				MAINTENANCE	403052		D	VOIDED PREVIOUSLY	-428.94	N
					199-51-6319.02-936-699000					
				MAINTENANCE	402841		D	VOIDED PREVIOUSLY	-240.00	N
					199-51-6399.01-936-699000					
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-14.21	N
					199-53-6411.00-999-699000					
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-14.42	N
					199-53-6411.00-999-699000					
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-37.45	N
					199-53-6411.00-999-699000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT			
115531	11-30-2025	08597	WALL ELEMENTARY S	UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-49.50	N			
					199-53-6411.00-999-699000								
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-19.81	N			
					199-53-6411.00-999-699000								
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-50.90	N			
					199-53-6411.00-999-699000								
				UNDISTRIBUTED	260002		D	VOIDED PREVIOUSLY	-394.83	N			
					199-53-6411.00-999-699000								
				Check 115530 Total:								.00	
				INTERMEDIATE	403757		C	UIL MEALS FOR 12/8	240.00	N			
					199-36-6412.00-103-699000								
				INTERMEDIATE	403757		C	UIL MEALS FOR 12/8	250.00	N			
					199-36-6499.01-103-699000								
Check 115531 Total:								490.00					
115532	11-30-2025	06938	WINNER'S CIRCLE TR	INDIRECT COST	403446	CLYDE CISD	C	S JONES NAME PLATE	13.95	N			
					199-41-6499.00-750-699000								

End of Report

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115086	12-19-2025	IMAGINE LEARNING	402835	1091759	199-11-6399.01-001-624000	LOST IN THE MAIL	-8,800.00	N
			402838	1092233	211-11-6399.00-101-630000	LOST IN THE MAIL	-7,144.50	N
			402838	1092233	211-11-6399.00-103-630000	LOST IN THE MAIL	-7,144.50	N
			Totals for Check 115086				-23,089.00	
115384	12-19-2025	REECE PLUMBING	403091	S121513262.001	199-51-6319.02-936-699000	LOST IN MAIL	-2,987.74	N
115534	12-11-2025	KASANDRA ADKINS	403794		199-41-6299.00-750-699000	REIMBURSEMENT FOR MAIL &	8.88	N
			403794		199-41-6499.06-701-699000	REIMBURSEMENT FOR MAIL &	18.22	N
			Totals for Check 115534				27.10	
115535	12-11-2025	AGPARTS WORLDWIDE,	403671	AR027951	199-11-6399.75-999-6110TE	CHROMEBOOK PARTS	23.85	N
115536	12-11-2025	BIG COUNTRY	060141	M32094	199-36-6269.01-001-699000	ICE MACHINE LEASES	125.00	N
			060141	M32095	199-51-6269.01-936-699000	ICE MACHINE LEASES	70.00	N
			060141	M32097	199-51-6269.01-936-699000	ICE MACHINE LEASES	75.00	N
			060141	M32098	199-51-6269.01-936-699000	ICE MACHINE LEASES	95.00	N
			060141	M32099	199-51-6269.01-936-699000	ICE MACHINE LEASES	75.00	N
			060141	M32096	240-35-6269.00-938-699000	ICE MACHINE LEASES	70.00	N
			Totals for Check 115536				510.00	
115537	12-11-2025	BRUCKNER'S TRUCK &	403776	RA1090009799:	199-34-6249.00-937-699000	DRUM REPLACEMENT	595.58	N
			403776	RA1090009797:	199-34-6249.00-937-699000	DRUM REPLACEMENT	1,539.66	N
			403776	RA1090009793:	199-34-6249.00-937-699000	DRUM REPLACEMENT	887.72	N
			403732	RA1090009793:	199-34-6249.00-937-699000	BRAKES FOR BUSES	787.48	N
			403732	RA1090009796:	199-34-6249.00-937-699000	BRAKES FOR BUSES	1,212.52	N
			403398	RA1090009824:	199-34-6249.00-937-699000	LABOR FOR REPAIR OF BUS 24	493.99	N
			403398	RA1090009796:	199-34-6249.00-937-699000	BRAKES FOR BUSSES	284.04	N
			Totals for Check 115537				5,800.99	
115538	12-11-2025	BSN SPORTS, LLC	403531	932245205	199-36-6399.14-001-691000	COACHES / ADMIN GEAR	805.40	N
			403035	932223540	199-36-6399.16-001-691000	BASEBALL CAPS	1,843.76	N
			Totals for Check 115538				2,649.16	
115539	12-11-2025	CALLAHAN COUNTY AP	403820	CLYDE ISD	199-99-6213.00-703-699000	ANNUAL CAD FEE PD QTRLY	21,133.77	N
115540	12-11-2025	CENTRAL APPRAISAL DI	403819	G.J.	199-99-6213.00-703-699000	ANNUAL CAD FEE PD QTRLY	1,283.07	N
115541	12-11-2025	OPTIMUM BUSINESS	060144	101607722	199-53-6399.01-999-699000	INTERNET MONTHLY CHARGE	183.70	N
115542	12-11-2025	CLYDE CISD OPERATIN	403824		205-11-6399.01-101-624000	HEADSTART MEAL REIMBURSEM	738.25	N
115543	12-11-2025	CLYDE CISD	403672		199-33-6399.01-101-699000	ELEM NURSE OFFICE SUPPLIES	43.04	N
115544	12-11-2025	DATROO TECHNOLOGIE	060143	35509	199-51-6259.01-936-699000	SIP TRUNK SERVICES	229.87	N
115545	12-11-2025	EWELL EDUCATIONAL S	403842	0173-2025-12	199-36-6412.45-001-622000	CONTEST FEES	1,140.00	N
115546	12-11-2025	GARBO'S LOCKSMITH S	403477	96806	199-51-6249.00-936-699000	LOCKER ROOM DOORS @ HS	140.00	N
			403850	96844	199-51-6249.00-936-699000	ADD'L FOR COMP LAB DOOR	129.00	N
			403478	96844	199-51-6249.00-936-699000	LOCK ON ELEM COMPUTER LAB	190.00	N
			Totals for Check 115546				459.00	
115547	12-11-2025	GENERAL STEEL WARE	403578	1063092	199-11-6399.40-001-622000	Shop Equipment Build-Metal Rac	407.98	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115548	12-11-2025	COREY HAAS	403617	1749	199-51-6249.00-936-699000	JH FIELDHOUSE	300.00	N
			403829	1784	199-51-6249.00-936-699000	REPAIR JH AUX GYM HEATER	180.00	N
			Totals for Check 115548				480.00	
115549	12-11-2025	SARAH HAYES	403640		199-34-6411.00-937-699000	REIMBURSMENT FOR MILEAGE	28.80	N
			403775		199-34-6411.00-937-699000	REIMBURSMENT FOR MILEAGE	49.60	N
			Totals for Check 115549				78.40	
115550	12-11-2025	HENRY SCHEIN CORP.	403676	50455382	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	199.30	N
			403676	50455387	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	184.03	N
			403676	50455406	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	362.91	N
			403676	50455366	199-33-6399.01-103-699000	NURSE SUPPLIES- ALL CAMPUSE	250.58	N
			Totals for Check 115550				996.82	
115551	12-11-2025	INTERQUEST DETECTIO	403149	4901	199-11-6219.01-001-611000	ANNUAL CONTRABAND DETECTI	175.00	N
			403149	4901	199-11-6219.01-041-611000	ANNUAL CONTRABAND DETECTI	175.00	N
			Totals for Check 115551				350.00	
115552	12-11-2025	J W PEPPER & SON CO	403287	368064000	199-36-6399.41-001-699000	CONCERT & UIL MUSIC	239.59	N
			403287	367905083	199-36-6399.41-001-699000	CONCERT & UIL MUSIC	255.30	N
			403287	367932766	199-36-6399.41-001-699000	CONCERT & UIL MUSIC	50.00	N
			Totals for Check 115552				544.89	
115553	12-11-2025	JONES COUNTY APPRAI	403822	1841	199-99-6213.00-703-699000	ANNUAL CAD FEE PD QTRLY	1,685.27	N
115554	12-11-2025	JOSTENS	403828	38151307	199-11-6499.01-001-611000	MINIATURE DIPLOMAS	28.85	N
115555	12-11-2025	LOWE'S	403424	994199-PUSLCB	199-51-6319.02-936-699000	ICE MACHINE INSTALL SUPPLIES	321.87	N
			403506	985481-PXIRNU	199-51-6319.02-936-699000	ELECTRICAL SUPPLIES FOR HS	330.48	N
			403411	994212-PUSLCC	199-51-6319.02-936-699000	OUTLET FOR TREADMILL @ AG B	347.09	N
			Totals for Check 115555				999.44	
115556	12-11-2025	MATHFACTLAB, LLC	403767	251022	410-11-6399.00-103-611000	SUPLMENT MATH MATERIAL	600.00	N
115557	12-11-2025	MIKE BOUNDS TOWING	403792	49068	199-34-6249.00-937-699000	TOW TB 2 TO AJ'S	463.50	N
115558	12-11-2025	MUSIC THEATRE INTER	403802	1215500	199-11-6399.51-001-611000	INTO THE WOOD-EXTRA SCRIPT	160.96	N
115559	12-11-2025	PATHFINDERS	403790	5078	199-53-6249.00-999-699000	FIBER OPTIC LOCATION	336.45	N
	12-17-2025	PATHFINDERS	403790	5078	199-53-6249.00-999-699000	WRONG AMOUNT	-336.45	N
	Totals for Check 115559				.00			
115560	12-11-2025	POCKET NURSE	060142	1443765-2	199-11-6399.30-001-622000	DEMO DOSE IVS	7.56	N
115561	12-11-2025	PRO ED, INC	403212	3106849	410-11-6399.00-101-611000	EDMARK	1,600.00	N
115562	12-11-2025	REGION 14 EDUCATION	403505	039594	199-11-6411.00-101-611000	REGION 14 HEAD START TRAININ	15.00	N
			403787	039615	205-11-6411.00-101-624000	MANDATORY FALL TRAINING	15.00	N
			Totals for Check 115562				30.00	
115563	12-11-2025	REGION 4 EDUCATION S	060139	152205-01	410-11-6399.00-999-611000	BLUEBONNET SHIPPING	7.64	N
115564	12-11-2025	RISE VISION, INC.	060140	138807	199-53-6399.24-999-699000	ADVANCED DISPLAYS ANNUAL P	23.82	N
115565	12-11-2025	SCHOOL COMP	403836	19562	199-11-6143.00-101-611000	CLAIMS COST NOV 2025	32.30	N
			403836	12562	199-11-6143.00-103-699000	CLAIMS COST NOV 2025	955.00	N
			Totals for Check 115565				987.30	

Date Run: 01-20-2026 11:35 AM					Check Payments		Program: FIN1300	FIN1300
Cnty Dist: 030-902					CLYDE CISD		Page: 3 of	10
From To					Computer Written Checks		File ID: C	
					For the Month of December			
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115566	12-11-2025	SPIRIT MONKEY	403544	54319	199-11-6499.04-103-611000	SPIRIT TAGS - 2ND SEMESTER	729.00	N
115567	12-11-2025	PTO	403330	CLYDE CISD	199-36-6499.21-041-691000	TOURNAMENT ENTRY FEES	450.00	N
115568	12-11-2025	TASBO	402904	436907	199-41-6411.02-750-699000	TASBO PAYROLL TRAINING	245.00	N
115569	12-11-2025	TAYLOR CALLAHAN ED	402997	CLYDE CISD	199-93-6492.00-999-611000	504 SERVICES 2025 - 2026	40,575.32	N
			402996	CLYDE CISD	199-93-6492.00-999-623000	SPECIAL EDUCATION SERVICES	105,281.02	N
Totals for Check 115569							145,856.34	
115570	12-11-2025	TEX-OMA BUILDERS SU	403277	819369	429-52-6649.00-999-699200	FRONT DOOR CAMERAS AND INS	10,706.32	N
115571	12-11-2025	FELIZ VASQUEZ	403796		255-11-6399.00-101-624000	REIMBURSE CERTIFICATION FEE	78.00	N
115572	12-11-2025	VIRTRU CORPORATION	403633	INV-138400	199-52-6399.05-999-699000	EMAIL ENCRYPTION	4,372.35	N
115573	12-11-2025	WAGNER SUPPLY	403511	175466-01	199-51-6319.01-936-699000	Operating Supplies Custodian	684.39	N
			403511	175887-01	199-51-6319.01-936-699000	Operating Supplies Custodian	18.75	N
			403511	175887	199-51-6319.01-936-699000	Operating Supplies Custodian	56.25	N
				176135	199-51-6319.01-936-699000	RETURNED VB PAD	-211.74	N
Totals for Check 115573							547.65	
115574	12-11-2025	WALSH,GALLEGOS,KYL	403823	721201	199-41-6211.00-701-699000	ATTORNEY FEES	288.00	N
			403823	721202	199-41-6211.00-701-699000	ATTORNEY FEES	576.00	N
Totals for Check 115574							864.00	
115575	12-11-2025	WEST TECHS CHILL WA	403848	30361	199-51-6249.00-936-699000	FRONT OFFICE OF HS NOT COOL	8,591.00	N
			402926	31318	199-51-6249.00-936-699000	MOLD TEST @ ELEM	2,500.00	N
			403847	31318	199-51-6249.00-936-699000	ADD'L FOR AIR QUALITY TEST	625.00	N
Totals for Check 115575							11,716.00	
115576	12-11-2025	SHARON BROWN	403855	CLYDE CISD	199-11-6299.55-001-611000	ACCOMPANIST FEE	200.00	N
115577	12-12-2025	KAY BAILEY	060145		199-34-6299.00-937-699000	TSTC BUS DRIVER	120.00	N
115578	12-12-2025	JOSH BOYNTON	403806	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	140.00	N
115579	12-12-2025	RODGER BROWN	060148	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIAL	60.00	N
			060148	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIAL	60.00	N
			060148	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIAL	60.00	N
Totals for Check 115579							180.00	
115580	12-12-2025	NATHAN CONNER	403809	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	227.24	N
115581	12-12-2025	BRIAN RAY DAVIS	060153	CLYDE CISD	199-36-6299.02-001-691000	HS BASKETBALL	60.00	N
			060153	CLYDE CISD	199-36-6299.02-001-691000	HS BASKETBALL	20.00	N
Totals for Check 115581							80.00	
115582	12-12-2025	KENNY DOSS	060150	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060150	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060150	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
Totals for Check 115582							180.00	
115583	12-12-2025	RUSTY EMMONS	403816	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	115.00	N
115584	12-12-2025	TONY GONZALES	403817	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	115.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115585	12-12-2025	REGINA GRONIGA	060147	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF	60.00	N
			060147	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF	60.00	N
			060147	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF	80.00	N
			Totals for Check 115585					
115586	12-12-2025	RANDY LANE	403815	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	115.00	N
115587	12-12-2025	KEVIN LONG	060152	CLYDE CISD	199-36-6299.02-001-691000	HS BASKETBALL	60.00	N
			060152	CLYDE CISD	199-36-6299.02-001-691000	HS BASKETBALL	20.00	N
			Totals for Check 115587					
115588	12-12-2025	THOMAS MARTIN	060151	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060151	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060151	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			Totals for Check 115588					
115589	12-12-2025	MATTHEW MUNCEY	403808	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	140.00	N
115590	12-12-2025	SHANNON O'SHIELDS	403811	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	115.00	N
115591	12-12-2025	BRADLEY CLYDE PETTY	403803	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIAL FEES	225.37	N
115592	12-12-2025	JAMES DANIEL ROBERT	403805	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	140.00	N
115593	12-12-2025	GI GI ROBINSON	060146	CLYDE CISD	199-36-6299.02-001-691000	JV BASKETBALL VS TLCA ABILEN	60.00	N
			060146	CLYDE CISD	199-36-6299.02-001-691000	JV BASKETBALL VS COOPER	60.00	N
			Totals for Check 115593					
115594	12-12-2025	EDDIE RODRIGUEZ	403804	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIAL FEES	263.82	N
115595	12-12-2025	INTERSTATE BILLING SE	403779	3043334354	199-34-6249.00-937-699000	DRIVE TIME FOR TECH ON RECA	292.50	N
115596	12-12-2025	BRIAN SEELY	403818	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	115.00	N
115597	12-12-2025	CORBETT SNOE	403807	CLYDE CISD	199-36-6299.PO-999-691000	PLAYOFF GAME OFFICIALS FEE	140.00	N
115598	12-12-2025	DANNY WHITE	060149	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060149	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			060149	CLYDE CISD	199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	60.00	N
			Totals for Check 115598					
115600	12-12-2025	BARRON SERVICE PART	403456	356531	199-34-6311.02-937-623000	OIL FOR BUSES	268.40	N
			403456	356.31	199-34-6311.02-937-699000	OIL FOR BUSES	1,000.00	N
			403539	358866	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	154.44	N
			403539	358847	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	70.56	N
			403539	357442	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	40.77	N
			403539	357612	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	46.48	N
			403539	358285	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	74.83	N
			403539	356531	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	58.95	N
			403400	357564	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	16.36	N
			403539	357707	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	97.96	N
			403539	357713	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	27.16	N
			403400	357042	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	31.50	N
				355445	199-34-6319.01-937-699000	REFUNDED ITEM	-199.10	N
403370	358296	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	114.11	N			

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			403370	358618	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	27.07	N
						Totals for Check 115600	1,829.49	
115601	12-12-2025	LEE'S TRUE VALUE HAR	403233	2511-325035	199-11-6399.40-001-622000	SHOP ELECTRICAL REPAIR	43.98	N
			403403	2511-325035	199-11-6399.40-001-622000	PROJECT RAILER - BOLTS & NUT	36.32	N
			403624	2511-325053	199-51-6249.00-936-699000	RECURRING PO FOR SUPPLIES	364.56	N
			403624	2512-325159	199-51-6249.00-936-699000	RECURRING PO FOR SUPPLIES	608.85	N
			403085	2511-325035	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	86.47	N
			403161	2511-325035	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	521.57	N
			403271	2511-325035	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	441.56	N
			403475	2511-325035	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	119.80	N
			403475	2512-325159	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	812.54	N
				2511-325035	199-51-6319.02-936-699000	CREDIT	-9.78	N
						Totals for Check 115601	3,025.87	
115602	12-12-2025	RELIANT, DEPT 0954	060154	CLYDE CISD	199-51-6259.02-936-699000	MONTHLY ELECTRICITY CHARGE	25,074.80	N
115603	12-12-2025	LANDRUM E WELLS	060155		199-36-6299.PO-999-691000	FOOTBALL PLAYOFF OFFICIALS	80.00	N
115604	12-18-2025	1000BULBS	403752	INV1044747	199-51-6319.02-936-699000	PANEL LIGHTS	483.72	N
115605	12-18-2025	AMAZON CAPITAL	403641	1K1N-7X4G-	199-11-6399.00-103-623000	AMAZON ORDER - NOVEMBER 1	33.23	N
			403641	1K1N-7X4G-	199-11-6399.00-103-624000	AMAZON ORDER - NOVEMBER 1	86.95	N
			403638	1PTD-9CMJ-	199-11-6399.02-101-611000	CLASSROOM SUPPLIES	82.21	N
			403637	1JQ4-R6WX-	199-11-6399.03-101-611000	CLASSROOM SUPPLIES 1ST GRA	30.55	N
			403524	1LRT-3XGX-	199-11-6399.03-101-611000	CLASSROOM SUPPLIES	143.95	N
			403646	1XFL-4HPJ-	199-11-6399.04-101-611000	CLASSROOM SUPPLIES 2ND GRA	11.99	N
			403647	13XX-G6FT-63IL	199-11-6399.04-101-611000	CLASSROOM SUPPLIES 2ND GRA	100.63	N
			403646	1K7N-WN1F-	199-11-6399.04-101-611000	CLASSROOM SUPPLIES 2ND GRA	69.90	N
			403526	1PCL-NHCJ-	199-11-6399.04-101-611000	2ND GRADE SUPPLIES	195.01	N
			403501	1QGR-61CV-	199-11-6399.04-101-611000	2ND GRADE SUPPLIES	74.26	N
			403500	1XHD-D36G-	199-11-6399.04-101-611000	2ND GRADE SUPPLIES	93.10	N
			403522	1HJH-R39D-	199-11-6399.06-101-611000	CLASSROOM SUPPLIES	95.48	N
			403523	1QYM-9HF7-	199-11-6399.06-101-611000	MINI BINDERS	31.58	N
			403587	1XFL-4HPJ-	199-11-6399.75-999-611000	ADAPTERS/STORAGE/ROBOTICS	68.33	N
			403924	1XFL-4HPJ-	199-11-6399.75-999-611000	VGA ADAPTERS	444.92	N
			403587	1XFL-4HPJ-	199-11-6399.75-999-622000	ADAPTERS/STORAGE/ROBOTICS	75.30	N
			403613	1XDG-YXPY-	199-23-6495.00-001-699000	BUSINESS PRIME MEMBERSHIP	69.80	N
			403613	1XDG-YXPY-	199-23-6495.00-041-699000	BUSINESS PRIME MEMBERSHIP	69.80	N
			403613	1XDG-YXPY-	199-23-6495.00-101-699000	BUSINESS PRIME MEMBERSHIP	69.80	N
			403613	1XDG-YXPY-	199-23-6495.00-103-699000	BUSINESS PRIME MEMBERSHIP	69.80	N
			403593	1RTR-XGK1-	199-36-6399.01-001-699000	OAP SCRIPTS	593.70	N
			403499	1W4P-VVLY-	199-36-6399.11-001-691000	OZONE GENERATOR / COACH SH	109.85	N
			403532	1Y1M-WX1Y-	199-36-6399.60-001-691000	PLAYOFF PEP RALLY SUPPLIES	120.73	N
			403577	1WTR-QJ7K-	199-41-6399.00-701-699000	OFFICE SUPPLIES	287.64	N
			403460	1TP1-RYDF-	199-41-6399.00-750-699000	OFFICE SUPPLIES	74.38	N
			403613	1XDG-YXPY-	199-41-6495.00-750-699000	BUSINESS PRIME MEMBERSHIP	69.80	N
			403688	1JPP-QJVL-	199-41-6499.06-701-699000	STAFF CHRISTMAS PARTY SUPP	234.86	N
			403688	163P-MGMR-	199-41-6499.06-701-699000	STAFF CHRISTMAS PARTY SUPP	274.19	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			403534	1DKF-TPKH-	199-51-6399.00-936-699000	WIRER CHASER	149.99	N
			403630	1RGQ-M6JL-	199-52-6399.03-999-699000	HS DOOR LOCKS	192.00	N
			403636	117W-YDQ4-	199-53-6399.00-999-699000	CELL BOOSTER CABLE	63.37	N
			403610	1XFL-4HPJ-	199-53-6399.02-999-699000	TURKEY HUNT	22.99	N
			403587	1XFL-4HPJ-	199-53-6399.02-999-699000	ADAPTERS/STORAGE/ROBOTICS	26.32	N
						Totals for Check 115605	4,136.41	
115606	12-18-2025	ATSSB REGION 6	403902	CLYDE CISD	199-36-6499.41-001-699000	AREA BAND AUDITION ENTRY FE	125.00	N
115607	12-18-2025	AU CONCEPTS AND DES	403772	SO0114267	199-36-6399.15-001-691000	HELMET DECALS	793.00	N
115608	12-18-2025	B & H PHOTO & ELECTR	403845	239994560	199-53-6399.02-999-699000	PORTABLE PA FOR CAB	649.00	N
115609	12-18-2025	BARRON SERVICE PART	403539	358957	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	62.63	N
			403539	358960	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	58.09	N
				358920	199-34-6319.01-937-699000	RETURNED ITEMS	-61.48	N
						Totals for Check 115609	59.24	
115610	12-18-2025	BIG COUNTRY	403871	838612	199-51-6249.00-936-699000	ADDL ELEM WALK IN FRZ	451.38	N
			403507	838612	199-51-6249.00-936-699000	ELEM. WALK-IN REFRIGERATOR	1,000.00	N
						Totals for Check 115610	1,451.38	
115611	12-18-2025	BLASINGAME CONSTRU	403789	5106	199-53-6249.00-999-699000	FIBER OPTIC CABLE REPAIR	5,000.00	N
115612	12-18-2025	SHARON BROWN	403892	05	199-11-6299.55-001-611000	ACCOMPANIST FEE	200.00	N
115613	12-18-2025	BSN SPORTS, LLC	403590	932514237	199-36-6399.12-001-691000	COACH GEAR / SOFTBALL SUPPL	36.00	N
			403590	932514237	199-36-6399.15-001-691000	COACH GEAR / SOFTBALL SUPPL	1,236.16	N
						Totals for Check 115613	1,272.16	
115614	12-18-2025	CLYDE BAND BOOSTER	403863	CLYDE CISD	199-36-6412.41-001-699400	CHARTER BUS RENTAL SHARE	3,200.00	N
115615	12-18-2025	CYNERGY TECHNOLOG	403659	LV74231	199-53-6399.23-999-699000	WIFI PROJECT	1,691.89	N
115616	12-18-2025	DECKER EQUIPMENT	403851	640735A	199-51-6319.03-936-699000	SWING HANGERS	430.13	N
115617	12-18-2025	EICHELBAUM, WARDELL	403879	96635	199-41-6399.00-701-699000	DOI DONE RIGHT PROCEDURAL	250.00	N
115618	12-18-2025	EULA PIRATE BOOSTER	403853	098	199-36-6412.12-001-691000	EULA TOURNAMENT MEALS	150.00	N
115619	12-18-2025	FAIRWAY SUPPLY, INC	403572	0205683-IN	199-51-6319.02-936-699000	DOORS - JR HI FIELD HS AND AG	3,722.26	N
115620	12-18-2025	FRONTLINE TECHNOLO	403731	INVSP23282	199-11-6399.75-999-6230TE	TESTHOUND INTEGRATION	1,500.00	N
115621	12-18-2025	GARBO'S LOCKSMITH S	403891	97083	199-51-6249.00-936-699000	JH LOCKER ROOMS & HS GATE	749.00	N
115622	12-18-2025	GENERAL STEEL WARE	403858	1063802	199-11-6639.40-001-622000	SCHOOL TRAILER BUILD PROJEC	56.68	N
115623	12-18-2025	JEFFERY SCOTT GRAHA	403923		199-34-6219.00-937-699000	REIMBURSMENT	95.00	N
			403923		199-34-6499.00-937-699000	REIMBURSMENT	130.00	N
						Totals for Check 115623	225.00	
115624	12-18-2025	REGINA GRONIGA	060157	CLYDE CISD	199-36-6219.00-001-691000	VS JIM NED	45.00	N
115625	12-18-2025	LEVELLAND BAND	403917	CLYDE CISD	199-36-6412.41-001-699400	AREA BAND AUDITIONS	45.00	N
115626	12-18-2025	LHS CHOIR BOOSTER	403914	CLYDE CISD	199-36-6412.50-001-699000	TMEA AREA AUDITION LUNCHES	70.00	N
115627	12-18-2025	MOAK CASEY, LLC	403864	INV14851	199-41-6219.00-701-699000	CONTINIOUS IMPROVMENT CON	1,200.00	N

Date Run: 01-20-2026 11:35 AM				Check Payments			Program: FIN1300	
Cnty Dist: 030-902				CLYDE CISD			Page: 8 of 10	
From To				Computer Written Checks			File ID: C	
				For the Month of December				
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115637	12-18-2025	TEX-OMA BUILDERS SU	403277	820589	429-52-6649.00-999-699200	FRONT DOOR CAMERAS AND INS	8,239.68	N
115638	12-18-2025	FAIRWAY SUPPLY, INC	403572	0205683-IN	429-52-6649.00-999-699000	DOORS - JR HI FIELD HS AND AG	7,444.54	N
115639	12-18-2025	IDEMIA	060161		199-41-6219.00-750-699000	FINGERPRINTING	47.00	N
115640	12-18-2025	ABILENE HIGH BOOSTE	403926	CLYDE CISD	199-36-6499.08-001-691000	ENTRY FEES	600.00	N
115641	12-18-2025	WEX BANK	403929	109055605	199-34-6311.01-937-699000	PAUL'S LOST GAS RECEIPTS 11/0	25.01	N
			403929	109055605	199-34-6311.01-937-699000	PAUL'S LOST GAS RECEIPTS 11/1	73.16	N
			403538	109055605	199-34-6311.01-937-699000	FUEL FOR AG TRUCK	60.00	N
			Totals for Check 115641					
115642	12-18-2025	GREAT AMERICA FINAN	060162	40821976	199-71-6512.00-999-699000	COPY MACHINE LEASE	2,221.69	N
			060162	021-1940676-000	199-71-6512.00-999-699000	COPY MACHINE LEASE	892.00	N
			Totals for Check 115642					
115643	12-18-2025	KNOWBE4, INC.	260075	INV409033	199-13-6219.00-001-699000	KNOWBE4 SECURITY TRAINING	1,514.56	N
			260075	INV409033	199-13-6219.00-041-699000	KNOWBE4 SECURITY TRAINING	1,514.58	N
			260075	INV409033	199-13-6219.00-101-699000	KNOWBE4 SECURITY TRAINING	1,514.58	N
			260075	INV409033	199-13-6219.00-103-699000	KNOWBE4 SECURITY TRAINING	1,514.58	N
			Totals for Check 115643					
115644	12-18-2025	SHACKELFORD CO APP	403821	69	199-99-6213.00-703-699000	ANNUAL CAD FEE PD QTRLY	14,483.91	N
115645	12-19-2025	GRACIE CAPERTON	403951	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115646	12-19-2025	CISCO COLLEGE	403938	FALL 2025 (251S	199-11-6223.00-001-638000	DUAL CREDIT TUITION	4,920.00	N
115647	12-19-2025	CLYDE EDUCATION FO	060167		199-00-5752.PO-000-600000	PARKING PROCEEDS	2,470.00	N
115648	12-19-2025	CLYDE HIGH SCHOOL A	060168		199-00-5753.01-000-600000	THEATER - INTO THE WOODS	1,714.00	N
115649	12-19-2025	JENNIFER HANSON	403947	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115650	12-19-2025	APRIL HARRIS	403954	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115651	12-19-2025	ABBIGAIL HOFFMAN	403948	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115652	12-19-2025	IMAGINE LEARNING	402835	1091759	199-11-6399.01-001-624000	ODYSSEWARE RENEWAL	8,800.00	N
			402838	1092233	211-11-6399.00-101-630000	MYPATH RENEWAL	7,144.50	N
			402838	1092233	211-11-6399.00-103-630000	MYPATH RENEWAL	7,144.50	N
			Totals for Check 115652					
115653	12-19-2025	DEBBIE JOERIS	403952	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115654	12-19-2025	AUBREY JONES	403956		199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115655	12-19-2025	CHANDA JONES	403957		199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115656	12-19-2025	JOSTENS	403905	38198581	199-11-6499.01-001-611000	DIPLOMA COVERS	1,249.75	N
115657	12-19-2025	JENNIFER KENT	403950	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115658	12-19-2025	MCMURRY UNIVERSITY	403961	VALERIE	255-13-6229.00-999-624000	TUITION VALERIE HARRIS	1,000.00	N
115659	12-19-2025	JAMIE MUNOZ	403958		199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115660	12-19-2025	MELINDA PRICE	403941	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N

Date Run: 01-20-2026 11:35 AM				Check Payments			Program: FIN1300	
Cnty Dist: 030-902				CLYDE CISD			Page: 9 of	10
From To				Computer Written Checks			File ID: C	
				For the Month of December				
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115661	12-19-2025	REECE PLUMBING	403091	S121513262.001	199-51-6319.02-936-699000	PARTS TO REPAIR SINK HS GYM	2,987.74	N
115662	12-19-2025	ELEUTERIO F,	403949	CLYDE CISD	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115663	12-19-2025	VICTORIA SIMMONS	403955		199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115664	12-19-2025	HERROD'S AUTO SALES	060169		199-34-6631.00-937-699000	PURCHASE USED MAINT VEHICL	16,500.00	N
115669	12-31-2025	AMAZON CAPITAL	403681	1RRF-MM91-	199-11-6399.00-001-611000	KRAFT PAPER ROLLS	76.93	N
			403698	1KGX-C9DD-	199-11-6399.00-041-611000	TEACHER SUPPLIES	286.65	N
			403698	14V7-FGVX-	199-11-6399.00-041-611000	TEACHER SUPPLIES	204.11	N
			403876	1FVX-CVQC-	199-11-6399.00-101-636000	CLASSROOM SUPPLIES PREK	134.46	N
			403840	1CHL-MNG3-	199-11-6399.00-103-623000	AMAZON ORDER - DECEMBER 2	9.81	N
			403840	1JQL-XCL1-	199-11-6399.00-103-623000	AMAZON ORDER - DECEMBER 2	8.52	N
			403840	1JQL-XCL1-	199-11-6399.00-103-624000	AMAZON ORDER - DECEMBER 2	325.00	N
			403703	1WCH-C3L4-	199-11-6399.00-103-624000	AMAZON ORDER - NOVEMBER 3	15.97	N
			403703	1Q4P-CYK7-	199-11-6399.00-103-624000	AMAZON ORDER - NOVEMBER 3	193.59	N
			403786	1T4N-V3KN-	199-11-6399.02-101-611000	CLASSROOM SUPPLIES	12.21	N
			403786	1V9J-3PMX-	199-11-6399.02-101-611000	CLASSROOM SUPPLIES	37.29	N
			403694	17YK-WQVC-	199-11-6399.03-041-611000	CHAIR AND SHELVES	335.25	N
			403798	1H37-1DP4-	199-11-6399.03-101-611000	STUDENT INCENTIVES	79.93	N
			403778	1F9D-X7K7-JVX4	199-11-6399.03-101-611000	CLASSROOM SUPPLIES 1ST GRA	102.30	N
			403704	1YTD-3NN6-	199-11-6399.04-101-611000	CLASSROOM SUPPLIES 2ND GRA	66.77	N
			403760	1WGN-HFQG-	199-11-6399.40-001-622000	HEAVY DUTY CASTERS	88.97	N
			403846	1FVX-CVQC-	199-11-6399.75-999-611000	SUPPLIES	13.94	N
			403846	1FVX-CVQC-	199-11-6399.75-999-6110TE	SUPPLIES	53.76	N
			403703	1Q4P-CYK7-	199-11-6499.04-103-611000	AMAZON ORDER - NOVEMBER 3	35.00	N
			403810	1KMJ-G17H-	199-23-6499.00-101-699000	OFFICE CHAIR	99.99	N
			403840	1JQL-XCL1-	199-31-6339.00-103-699000	AMAZON ORDER - DECEMBER 2	100.00	N
			403703	1Q4P-CYK7-	199-33-6399.01-103-699000	AMAZON ORDER - NOVEMBER 3	7.64	N
			403709	19H3-LG16-V7XL	199-33-6399.02-999-699000	OFFICE EQUIPMENT/OFFICE CHA	209.99	N
			403830	1YX1-YXXY-	199-34-6319.02-937-699000	REPLACE BROKEN KEY BOX	86.72	N
			403751	11CQ-MLPQ-	199-36-6399.16-001-691000	BATTING HELMETS	300.00	N
			403686	1JX4-Q3RF-	199-51-6319.02-936-699000	EMERGENCY LIGHTS REPLACEM	302.52	N
			403770	1CGY-Q3DM-	199-51-6399.01-936-699000	MAINT. UNIFORM SHIRTS	328.50	N
			403311	1TMT-YNCL1-	199-52-6399.03-999-699000	SECURITY METAL DETECTOR	43.31	N
Totals for Check 115669							3,559.13	
115670	12-31-2025	DIAZ, ADRIANA	403996	DUEL CRED	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115671	12-31-2025	HEFNER, DARRON	403963	DUEL CRED	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115672	12-31-2025	NOHL, STEPHANIE	403967	DUEL CRED	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	200.00	N
115673	12-31-2025	PARKHILL, RACHEL	403965	DUEL CRED	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115674	12-31-2025	DARLA THOMAS	403964	DUEL CREDIT	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N
115675	12-31-2025	KATE YATES	403966	DUEL CREDIT	199-11-6499.00-001-638000	DUAL CREDIT REIMBURSEMENT	100.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.-So-Org-Prog	Reason	Amount	EFT
115676	12-31-2025	ZEPHYR ISD	403946	CISD121925	199-36-6411.01-001-691000	GOLD TEAM MEALS AT ZEPHYR	16.00	N
			403946	CISD12192025	199-36-6412.12-001-691000	GOLD TEAM MEALS AT ZEPHYR	80.00	N
Totals for Check 115676							96.00	
121025	12-10-2025	FIRST NATIONAL BANK	060163		199-00-2110.02-000-600000	PYMT VISA-FNBO	20,479.03	N
121925	12-10-2025	FIRST NATIONAL BANK	060166		199-00-2110.02-000-600000	PYMT VISA-FNBO	14,236.88	N
Total For Computer Written Checks							410,879.82	
Total Checks							410,879.82	

End of Report

Board Report
Recap Comparison of Revenue to Budget
CLYDE CISD
As of December

	EstimatedRevenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 6 GENERAL OPERATING	18,318,553.00	-488,609.83	-7,364,003.77	10,954,549.23	40.20%
240 / 6 SPECIAL REVENUE	900,922.00	-68,986.75	-309,616.87	591,305.13	34.37%
599 / 6 DEBT SERVICE FUND	1,549,209.00	-362,998.61	-426,338.22	1,122,870.78	27.52%
Total 5000 Revenues	20,768,684.00	-920,595.19	-8,099,958.86	12,668,725.14	39.00%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	20,768,684.00	-920,595.19	-8,099,958.86	12,668,725.14	39.00%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 6 GENERAL OPERATING	-18,318,553.00	1,279,205.05	7,553,730.30	1,482,792.86	-9,485,617.65	41.24%
240 / 6 SPECIAL REVENUE	-910,922.00	36,323.91	304,503.67	31,011.86	-570,094.42	33.43%
599 / 6 DEBT SERVICE FUND	-1,494,676.00	1,200,887.50	550.00	.00	-293,238.50	.04%
Total 6000 Expenditures	-20,724,151.00	2,516,416.46	7,858,783.97	1,513,804.72	-10,348,950.57	37.92%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-20,724,151.00	2,516,416.46	7,858,783.97	1,513,804.72	-10,348,950.57	37.92%
End of Report						

JANUARY 22, 2025 BOARD MEETING**2025-2026 TAX COLLECTIONS****12/31/2025****MAINTENANCE & OPERATIONS**

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 4,579,059.16	\$ 661,660.11	\$ 327,731.29	\$ 989,391.40	\$ 3,589,667.76	22%
DELINQUENT TAXES	\$ 218,238.28	\$ 6,096.15	\$ 24,013.03	\$ 30,109.18	\$ 188,129.10	14%
PENALTY & INTEREST		\$ 1,851.16	\$ 6,303.64	\$ 8,154.80		
GRAND TOTAL	\$ 4,797,297.44	\$ 669,607.42	\$ 358,047.96	\$ 1,027,655.38	\$ 3,769,642.06	

INTEREST & SINKING

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 1,487,015.65	\$ 214,318.62	\$ 109,155.58	\$ 323,474.20	\$ 1,163,541.45	22%
DELINQUENT TAXES	\$ 74,500.22	\$ 2,083.66	\$ 8,082.11	\$ 10,165.77	\$ 64,334.45	14%
PENALTY & INTEREST		\$ 637.27	\$ 2,138.99	\$ 2,776.26		
GRAND TOTAL	\$ 1,561,515.87	\$ 217,039.55	\$ 119,376.68	\$ 336,416.23	\$ 1,225,099.64	

2022-2023 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$703.50	\$1,280.08	\$1,914.83	\$9,591.15	\$12,564.62	\$14,961.65	\$6,077.86	\$2,531.43	\$1,481.43	\$902.18	\$692.51	\$712.69	\$53,413.93
WATER	\$11,293.71	\$10,223.71	\$10,688.71	\$9,005.71	\$8,811.46	\$9,488.71	\$9,176.96	\$9,516.96	\$9,860.74	\$8,370.24	\$7,886.74	\$11,556.49	\$115,880.14
ELECTRIC	\$28,485.14	\$25,535.85	\$22,111.41	\$24,042.85	\$20,288.03	\$22,456.51	\$20,020.90	\$21,154.93	\$19,939.64	\$18,830.05	\$20,290.33	\$24,391.27	\$267,546.91
TOTAL	\$40,482.35	\$37,039.64	\$34,714.95	\$42,639.71	\$41,664.11	\$46,906.87	\$35,275.72	\$33,203.32	\$31,281.81	\$28,102.47	\$28,869.58	\$36,660.45	\$436,840.98

2023-2024 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$941.52	\$2,565.85	\$5,332.05	\$10,191.63	\$21,779.74	\$13,069.46	\$7,292.91	\$4,392.67	\$1,351.01	\$1,737.54	\$915.42	\$915.45	\$70,485.25
WATER	\$10,633.57	\$10,235.07	\$10,291.57	\$8,850.07	\$8,264.57	\$9,230.82	\$8,657.57	\$9,438.82	\$9,473.29	\$7,751.45	\$8,088.23	\$7,482.00	\$108,397.03
ELECTRIC	\$30,330.02	\$31,405.73	\$26,523.55	\$22,343.22	\$20,096.35	\$20,991.35	\$19,901.02	\$21,374.89	\$21,117.42	\$21,272.17	\$19,668.46	\$22,792.47	\$277,816.65
TOTAL	\$41,905.11	\$44,206.65	\$42,147.17	\$41,384.92	\$50,140.66	\$43,291.63	\$35,851.50	\$35,206.38	\$31,941.72	\$30,761.16	\$28,672.11	\$31,189.92	\$456,698.93

2024-2025 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$1,193.15	\$1,403.22	\$2,732.53	\$7,327.18	\$19,391.23	\$14,549.84	\$7,467.65	\$3,309.21	\$1,858.85	\$1,149.01	\$1,177.90	\$1,162.66	\$62,722.43
WATER	\$12,572.62	\$10,847.37	\$10,402.09	\$9,645.41	\$8,766.04	\$12,024.39	\$11,385.20	\$10,077.72	\$9,830.01	\$8,550.65	\$7,996.87	\$8,583.36	\$120,681.73
ELECTRIC	\$30,410.71	\$28,701.60	\$25,333.23	\$24,394.02	\$23,213.78	\$22,955.22	\$19,483.54	\$25,165.12	\$22,071.06	\$22,189.66	\$21,317.69	\$24,192.38	\$289,428.01
TOTAL	\$44,176.48	\$40,952.19	\$38,467.85	\$41,366.61	\$51,371.05	\$49,529.45	\$38,336.39	\$38,552.05	\$33,759.92	\$31,889.32	\$30,492.46	\$33,938.40	\$472,832.17

2025-2026 Utilities Report

[illegible]

LASO Cycle 4 Grant Mentorship Program Guidelines

The Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program provides districts interested in implementing high-quality new teacher mentorship programs with funding to:

- 1) provide, at minimum, a \$1,000 stipend to the mentor teacher (per beginning teacher),
- 2) train all required district mentorship staff via the Texas Mentorship Training, and
- 3) provide release time for mentor teacher and beginning teacher mentoring activities.

Any remaining funds may be used on strategic staffing training. The overarching purpose of this allotment is to increase the effectiveness and retention of beginning teachers across Texas. School systems participating in the PREP Mentorship Program must comply with statutory requirements outlined in Texas Education Code (TEC) §21.907 and §48.157, which define mentoring roles, program standards, and funding provisions.

- For classroom teachers who have less than two years of experience
- \$3,000 per beginning teacher in their first or second year teaching, with a cap of up to 40 beginning teachers
- Training scheduled to begin in the Summer of 2026

Clyde CISD Teacher Certification Support Program

Overview

Clyde CISD continues to prioritize high-quality instruction by supporting employees who are working toward required state teaching certifications. The **Teacher Certification Support Program** outlines structured assistance for uncertified teachers through access to district-issued **240 Tutoring** credits at no cost, contingent upon active engagement with the provided resources.

Purpose of the Program

The purpose of this program is to:

- Support uncertified teachers in meeting Texas certification requirements.
- Provide structured, monitored academic assistance using 240 Tutoring resources.
- Ensure employees progress consistently toward the required certification.

Eligibility

The program applies to:

- Newly hired teachers who do not yet hold the required Texas certification for their current assignment.
- Current employees working under temporary, emergency, or intern certifications who are actively pursuing full certification.
- Current employees whom the district has specifically asked to challenge a certification exam.

Program Components

District-Provided 240 Tutoring Credits

- Eligible employees may receive monthly 240 Tutoring credits at no cost.
- Employees must actively use the platform each month. Active use includes completing modules, taking practice tests, reviewing materials, and tracking progress.
- HR and/or campus administration will monitor usage through monthly reports.

Failure to Meet Usage Requirements

If an employee does not log in or utilize the tutoring resources during a given month:

- District-paid access will be removed.
- The employee will be notified in writing.
- The employee becomes responsible for paying 240 Tutoring costs at a **reduced rate** until certification is completed.
- Access may be reinstated once consistent usage and progress are demonstrated, pending administrative approval.

Certification Expectations

Employees are expected to meet certification requirements established by the State of Texas within timelines established by:

- Clyde CISD
- Any participating intern or alternative certification program

Failure to meet certification timelines may result in:

- Reassignment
- Non-renewal of contract
- Separation of employment
(all in accordance with district policy and state law)

Communication and Documentation

- All changes to account status, district support, or certification timelines will be communicated in writing.
- Employees are responsible for maintaining communication with HR and monitoring their certification progress.

District Discretion

Clyde CISD reserves the right to adjust, suspend, or terminate the Teacher Certification Support Program at any time based on budgetary considerations, program effectiveness, or changes to certification requirements.

Delay of Teacher Certification Requirements

Clyde CISD plans to apply for a delay of implementation of teacher certification requirements as outlined in Texas Education Code (TEC), 21.003, and new TEC 21.0032.

A person may not be employed as a teacher, teacher intern, or teacher trainee, librarian, educational aide, administrator, education diagnostician, or school counselor by a school district **unless the person holds an appropriate certificate or permit** issued as provided by Subchapter B, which includes any SBEC issued certificate (intern, probationary, standard, enhanced standard or emergency permit for the subject area and grade level.

2027-2028 Districts must ensure all foundational subject teachers (i.e., reading/English language arts, math, science, and social studies at any grade level are certified.

CCISD

- Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams
- CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See **Clyde CISD Teacher Certification Support Program Policy**)
- Partner with McMurry University ACP for a pipeline to certification for prospective hires.
- Work with uncertified personnel to provide release time and other support while they pursue completing certification
- Provide mentor faculty members to work with uncertified individuals during the school year

District Plan for Meeting Teacher Certification Requirements by School Year 29-30

*Pursuant to Tex. Educ. Code § 21.0032(a-1), **Clyde CISD** has created a plan to delay the full implementation of certification requirements for teachers of record in foundation curriculum courses until the beginning of the 2029-2030 school year.*

Must be submitted no later than March 2, 2026

District Name: Clyde CISD

County-District Number (CDN): 030902

Superintendent Name & Email: Bryan Allen ballen@clydeisd.org

Point of Contact for Plan Implementation: Paula Kinslow pkinslow@clydeisd.org

Board Approval Date: _____

Date Posted to District Website: _____

Link to Posted Plan: www.clydeid.org

UNCERTIFIED TEACHERS BREAKDOWN BY GRADE LEVEL AND/OR SUBJECT AREA:

Reading/ELA

<u>K</u> 1	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 1

Mathematics

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u> 1	<u>11th</u> 1	<u>12th</u>	<u>Sub Total</u> 2

Science

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 0

Social Studies

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 0

Average number of new uncertified teachers hired by the district over the past three school years (2022-23, 2023-24, 2024-25)	<u>Total</u> 4
--	--

EDUCATOR PREPARATION PROGRAM PARTNERSHIPS

Name of EPP	Description of Partnership (How will the EPP support certification, training, mentorship etc.)
McMurry University	Work in collaboration with the district to provide certification support, training, and mentorship to ACP candidates

TIMELINE & STRATEGIC PLAN FOR TRANSITION TO COMPLIANCE

Year	Goals	Key Strategies to reduce uncertified teachers & build pipeline.	Responsible Parties	Monitoring Metrics
2025-2026	Reduce uncertified teachers in math by 50%	Offer accelerated certification seminars; assign a mentor; track progress: GYO,	District HR & EPP	20% uncertified reading/Math teachers

		TIA requirements		
2026-2027	Reduce uncertified teachers in reading/ELA by 100%	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	100% uncertified reading/ELA teachers
2027-2028	Achieve < 15% uncertified in foundation subjects	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	10% uncertified core teachers
2028-2029	Achieve < 5% uncertified in foundation subjects	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	2% uncertified core teachers
2029-2030	Full compliance (0% uncertified)	Full compliance	Full compliance	Full compliance

STRATEGIES TO SUPPORT UNCERTIFIED TEACHERS

Year	Strategy Description	Responsible Parties	Monitoring Metrics
2025-26	Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams	HR & Director of Curriculum	75% usage of product
	CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See Clyde CISD Teacher Certification Support Program Policy)	HR & Director of Curriculum	75% usage of product
	Continue GYO program and increase the pipeline of certified teachers	HR & Director of Curriculum	2 paras enrolled in courses Fall 2026
	Create a certification plan for all uncertified teachers employed by the district	HR	100% of uncertified teachers have a written certification plan by 5/2026
	Work with uncertified personnel to provide release time and other support while they pursue completing certification	HR	50% of uncertified teachers pass the content test by EOY
	Provide mentor faculty members to work with uncertified individuals during the school year	Administrators	

2026-27	Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams	HR & Director of Curriculum	80% usage of product
	CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See Clyde CISD Teacher Certification Support Program Policy)	HR & Director of Curriculum	80% usage of product
	Continue GYO program and increase the pipeline of certified teachers	HR & Director of Curriculum	4 paras enrolled in courses Fall 2026
	Create a certification plan for all uncertified teachers employed by the district	HR	100% of uncertified teachers have a written certification plan by 5/2026
	Work with uncertified personnel to provide release time and other support while they pursue completing certification	HR	70% of uncertified teachers pass the content test by EOY
	Provide mentor faculty members to work with uncertified individuals during the school year	Administrators	
2028-2029	Continue to monitor and support teacher certification	HR	95% certified core teachers
2029-2030	Continue to monitor and support teacher certification	HR	100% certified core teachers

Attestation:

The district board of trustees has reviewed and approved this plan for meeting statutory teacher certification requirements.

Board President Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

McMurry Dual Credit Pilot Program

Clyde CISD, in partnership with McMurry University, will offer a pilot program to a select group of juniors beginning in the spring of 2026. This dual credit course will be **free for participating families** and will help students earn their **CCMR status** toward graduation.

Selected students will be enrolled in:

ACADEMIC 1310 – Strategies for Success

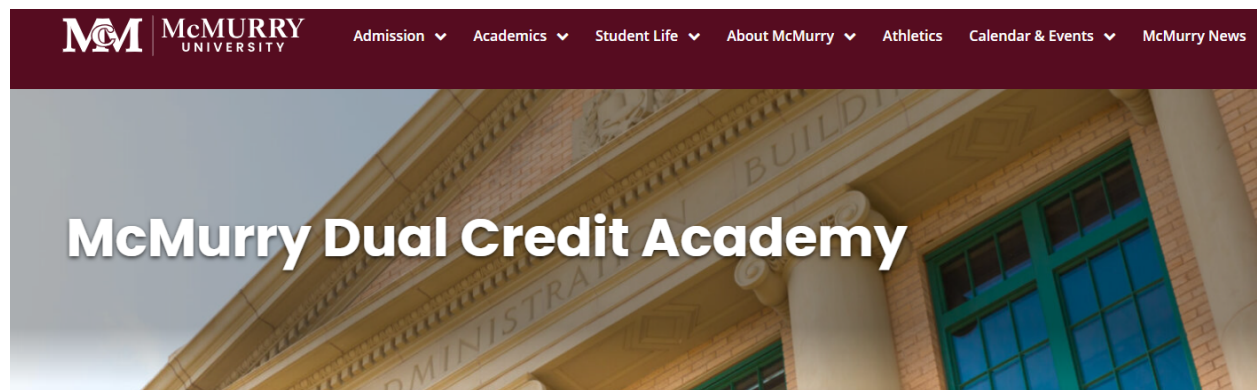
The class will begin on **January 12th** and run through early May. In addition to earning both high school and college credit, this course is designed to prepare students for the **TSIA2** and support them in successfully meeting college-readiness standards. Students who complete the TSIA2 requirements will qualify for an **off period** during the next school year.

Looking ahead to fall 2026, CHS plans to offer:

MATH 1103 – Contemporary Math and Quantitative Reasoning

This course will allow students to fulfill the math portion of the TSIA2.

These offerings may replace the current **Texas College Bridge Course** provided at the high school.



Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	76%	73%	83%	*	85%	84%	-	-	-	*	77%	89%	50%	94%	-	80%	87%	-	*	*	*
	CWD	53%	48%	50%	-	*	52%	-	-	-	*	44%	60%	50%	-	-	43%	58%	-	*	*	*
	CWOD	82%	80%	94%	*	91%	96%	-	-	-	*	92%	96%	-	94%	-	93%	95%	-	*	-	*
	EL	64%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	70%	80%	-	71%	83%	-	-	-	*	79%	81%	43%	93%	-	80%	-	-	*	*	*
	Female	78%	76%	87%	*	100%	86%	-	-	-	*	75%	97%	58%	95%	-	-	87%	-	*	-	*
Mathematics	All Students	70%	58%	77%	*	75%	79%	-	-	-	*	71%	84%	44%	88%	-	77%	77%	-	*	*	*
	CWD	48%	38%	44%	-	*	48%	-	-	-	*	33%	60%	44%	-	-	46%	42%	-	*	*	*
	CWOD	75%	64%	88%	*	82%	90%	-	-	-	*	86%	89%	-	88%	-	88%	88%	-	*	-	*
	EL	63%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	72%	61%	77%	-	83%	78%	-	-	-	*	74%	81%	46%	88%	-	77%	-	-	*	*	*
	Female	67%	56%	77%	*	67%	80%	-	-	-	*	67%	86%	42%	88%	-	-	77%	-	*	-	*
Grade 4																						
Reading	All Students	79%	75%	86%	*	100%	84%	-	-	-	80%	80%	92%	41%	95%	-	78%	94%	-	*	-	*
	CWD	55%	51%	41%	-	*	36%	-	-	-	*	38%	*	41%	-	-	36%	50%	-	*	-	*
	CWOD	86%	82%	95%	*	100%	93%	-	-	-	*	94%	95%	-	95%	-	89%	98%	-	*	-	*
	EL	68%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	72%	78%	-	100%	75%	-	-	-	-	67%	86%	36%	89%	-	78%	-	-	*	-	*
	Female	82%	78%	94%	*	100%	93%	-	-	-	80%	89%	97%	50%	98%	-	-	94%	-	*	-	-
Mathematics	All Students	68%	55%	85%	*	94%	84%	-	-	-	80%	79%	89%	47%	91%	-	86%	84%	-	*	-	*
	CWD	44%	34%	47%	-	*	43%	-	-	-	*	46%	*	47%	-	-	55%	33%	-	*	-	*
	CWOD	74%	61%	91%	*	93%	92%	-	-	-	*	91%	91%	-	91%	-	95%	89%	-	*	-	*
	EL	61%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	59%	86%	-	100%	84%	-	-	-	-	76%	93%	55%	95%	-	86%	-	-	*	-	*
	Female	65%	52%	84%	*	91%	84%	-	-	-	80%	81%	85%	33%	89%	-	-	84%	-	*	-	-
Grade 5																						
Reading	All Students	76%	71%	76%	*	72%	78%	-	-	-	75%	63%	87%	36%	88%	-	75%	79%	-	*	-	80%
	CWD	45%	39%	36%	-	20%	42%	-	-	-	*	38%	33%	36%	-	-	38%	33%	-	-	-	*
	CWOD	84%	80%	88%	*	92%	89%	-	-	-	86%	76%	96%	-	88%	-	86%	91%	-	*	-	*
	EL	66%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	69%	75%	*	78%	75%	-	-	-	83%	62%	84%	38%	86%	-	75%	-	-	*	-	*
	Female	80%	74%	79%	-	67%	84%	-	-	-	*	65%	91%	33%	91%	-	-	79%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	63%	79%	*	78%	79%	-	-	-	75%	67%	88%	52%	87%	-	82%	74%	-	*	-	100%
	CWD	47%	37%	52%	-	40%	58%	-	-	-	*	50%	56%	52%	-	-	63%	33%	-	-	-	*
	CWOD	79%	69%	87%	*	92%	86%	-	-	-	86%	76%	94%	-	87%	-	88%	85%	-	*	-	*
	EL	65%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	65%	82%	*	89%	80%	-	-	-	83%	76%	87%	63%	88%	-	82%	-	-	*	-	*
	Female	72%	60%	74%	-	67%	77%	-	-	-	*	55%	91%	33%	85%	-	-	74%	-	*	-	*
Science	All Students	63%	58%	78%	*	67%	82%	-	-	-	63%	67%	87%	48%	87%	-	84%	69%	-	*	-	100%
	CWD	40%	34%	48%	-	40%	53%	-	-	-	*	50%	44%	48%	-	-	50%	44%	-	-	-	*
	CWOD	69%	64%	87%	*	77%	90%	-	-	-	71%	76%	94%	-	87%	-	94%	76%	-	*	-	*
	EL	49%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	66%	62%	84%	*	78%	86%	-	-	-	67%	72%	92%	50%	94%	-	84%	-	-	*	-	*
	Female	61%	55%	69%	-	56%	74%	-	-	-	*	60%	77%	44%	76%	-	-	69%	-	*	-	*
Grade 6																						
Reading	All Students	76%	75%	66%	*	74%	66%	-	-	-	60%	58%	71%	29%	75%	*	56%	78%	-	*	*	80%
	CWD	46%	44%	29%	*	*	33%	-	-	-	*	23%	38%	29%	-	*	31%	25%	-	*	-	*
	CWOD	82%	82%	75%	*	87%	75%	-	-	-	*	73%	76%	-	75%	*	64%	89%	-	-	*	*
	EL	56%	54%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	72%	70%	56%	*	63%	57%	-	-	-	60%	48%	62%	31%	64%	*	56%	-	-	*	*	*
	Female	80%	79%	78%	*	82%	78%	-	-	-	-	70%	84%	25%	89%	-	-	78%	-	*	-	*
Mathematics	All Students	72%	65%	67%	*	58%	70%	-	-	-	60%	55%	75%	40%	73%	*	71%	60%	-	*	*	60%
	CWD	50%	42%	40%	*	*	36%	-	-	-	*	31%	57%	40%	-	*	50%	25%	-	*	-	*
	CWOD	78%	71%	73%	*	67%	79%	-	-	-	*	66%	78%	-	73%	*	77%	69%	-	-	*	*
	EL	60%	47%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	74%	68%	71%	*	63%	76%	-	-	-	60%	57%	82%	50%	77%	*	71%	-	-	*	*	*
	Female	71%	63%	60%	*	55%	63%	-	-	-	-	53%	67%	25%	69%	-	-	60%	-	*	-	*
Grade 7																						
Reading	All Students	74%	72%	72%	*	72%	70%	-	-	-	100%	64%	80%	32%	84%	-	65%	81%	-	*	*	*
	CWD	41%	36%	32%	*	40%	32%	-	-	-	-	33%	30%	32%	-	-	13%	60%	-	*	-	-
	CWOD	81%	80%	84%	*	80%	83%	-	-	-	100%	76%	91%	-	84%	-	81%	86%	-	*	*	*
	EL	56%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	68%	65%	*	64%	64%	-	-	-	*	57%	73%	13%	81%	-	65%	-	-	*	-	-
	Female	79%	77%	81%	*	82%	78%	-	-	-	*	73%	90%	60%	86%	-	-	81%	-	*	*	*
Mathematics	All Students	53%	47%	76%	*	76%	75%	-	-	-	100%	67%	85%	56%	82%	-	71%	83%	-	*	*	*
	CWD	31%	24%	56%	*	80%	53%	-	-	-	-	47%	70%	56%	-	-	47%	70%	-	*	-	-
	CWOD	58%	53%	82%	*	75%	82%	-	-	-	100%	75%	89%	-	82%	-	79%	86%	-	*	*	*
	EL	39%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	55%	51%	71%	*	64%	73%	-	-	-	*	57%	85%	47%	79%	-	71%	-	-	*	-	-
	Female	51%	44%	83%	*	91%	77%	-	-	-	*	80%	86%	70%	86%	-	-	83%	-	*	*	*
Grade 8																						

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	80%	78%	90%	*	94%	90%	-	-	-	*	88%	92%	80%	91%	-	87%	93%	*	*	-	*
	CWD	49%	44%	80%	-	*	78%	-	-	-	-	80%	80%	80%	-	-	*	86%	-	-	-	-
	CWOD	85%	84%	91%	*	94%	92%	-	-	-	*	89%	93%	-	91%	-	88%	94%	*	*	-	*
	EL	62%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	74%	87%	-	100%	87%	-	-	-	*	81%	92%	*	88%	-	87%	-	-	-	-	*
	Female	85%	82%	93%	*	92%	93%	-	-	-	*	95%	91%	86%	94%	-	-	93%	*	*	-	-
Mathematics	All Students	69%	58%	76%	*	92%	75%	-	-	-	*	84%	71%	50%	80%	-	68%	83%	*	*	-	*
	CWD	42%	30%	50%	-	*	44%	-	-	-	-	60%	40%	50%	-	-	*	43%	-	-	-	-
	CWOD	74%	63%	80%	*	92%	80%	-	-	-	*	88%	74%	-	80%	-	69%	90%	*	*	-	*
	EL	56%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	68%	58%	68%	-	*	69%	-	-	-	*	78%	60%	*	69%	-	68%	-	-	-	-	*
	Female	71%	58%	83%	*	100%	81%	-	-	-	*	89%	79%	43%	90%	-	-	83%	*	*	-	-
Science	All Students	72%	65%	90%	*	94%	90%	-	-	-	*	88%	91%	50%	95%	-	91%	89%	*	*	-	*
	CWD	43%	32%	50%	-	*	44%	-	-	-	-	60%	40%	50%	-	-	*	43%	-	-	-	-
	CWOD	77%	71%	95%	*	93%	96%	-	-	-	*	92%	96%	-	95%	-	93%	96%	*	*	-	*
	EL	54%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	67%	91%	-	100%	92%	-	-	-	*	90%	92%	*	93%	-	91%	-	-	-	-	*
	Female	71%	62%	89%	*	91%	88%	-	-	-	*	86%	91%	43%	96%	-	-	89%	*	*	-	-
End of Course																						
English I	All Students	66%	73%	78%	*	70%	80%	*	-	-	80%	76%	80%	47%	84%	-	72%	87%	-	*	-	100%
	CWD	35%	34%	47%	*	*	42%	-	-	-	*	45%	50%	47%	-	-	46%	50%	-	*	-	-
	CWOD	72%	80%	84%	*	75%	85%	*	-	-	*	85%	83%	-	84%	-	77%	92%	-	*	-	100%
	EL	45%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	61%	68%	72%	*	54%	76%	*	-	-	*	71%	72%	46%	77%	-	72%	-	-	*	-	*
	Female	72%	78%	87%	*	100%	84%	*	-	-	*	82%	91%	50%	92%	-	-	87%	-	*	-	*
English II	All Students	70%	78%	77%	*	76%	76%	*	-	-	100%	81%	75%	46%	85%	-	72%	87%	-	*	-	*
	CWD	36%	39%	46%	-	33%	44%	-	-	-	*	54%	33%	46%	-	-	47%	33%	-	-	-	-
	CWOD	76%	84%	85%	*	89%	82%	*	-	-	100%	89%	83%	-	85%	-	80%	93%	-	*	-	*
	EL	47%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	66%	73%	72%	-	71%	70%	-	-	-	*	75%	70%	47%	80%	-	72%	-	-	-	-	-
	Female	75%	83%	87%	*	75%	86%	*	-	-	*	86%	84%	33%	93%	-	-	87%	-	*	-	*
Algebra I	All Students	76%	81%	90%	*	94%	91%	*	-	-	*	85%	93%	67%	93%	-	91%	89%	-	*	-	100%
	CWD	52%	51%	67%	*	*	58%	-	-	-	*	60%	75%	67%	-	-	75%	50%	-	*	-	-
	CWOD	80%	87%	93%	*	93%	95%	*	-	-	*	90%	95%	-	93%	-	94%	92%	-	*	-	100%
	EL	68%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	80%	91%	*	90%	94%	*	-	-	*	83%	95%	75%	94%	-	91%	-	-	*	-	*
	Female	79%	83%	89%	*	100%	89%	*	-	-	*	88%	90%	50%	92%	-	-	89%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	91%	94%	97%	*	100%	96%	*	-	-	100%	95%	98%	71%	100%	-	95%	100%	-	*	-	*
	CWD	76%	80%	71%	-	*	60%	-	-	-	-	63%	83%	71%	-	-	73%	*	-	-	-	-
	CWOD	93%	96%	100%	*	94%	100%	*	-	-	100%	100%	100%	-	100%	-	100%	100%	-	*	-	*
	EL	82%	79%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	92%	95%	-	92%	93%	-	-	-	*	92%	97%	73%	100%	-	95%	-	-	-	-	*
	Female	92%	95%	100%	*	100%	100%	*	-	-	*	94%	100%	*	100%	-	-	100%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	45%	60%	*	69%	59%	-	-	-	*	46%	73%	19%	73%	-	56%	64%	-	*	*	*
	CWD	27%	22%	19%	-	*	22%	-	-	-	*	13%	30%	19%	-	-	14%	25%	-	*	*	*
	CWOD	57%	51%	73%	*	82%	72%	-	-	-	*	61%	82%	-	73%	-	70%	76%	-	*	-	*
	EL	36%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	42%	56%	-	71%	54%	-	-	-	*	46%	65%	14%	70%	-	56%	-	-	*	*	*
	Female	53%	48%	64%	*	67%	64%	-	-	-	*	46%	79%	25%	76%	-	-	64%	-	*	-	*
Mathematics	All Students	45%	34%	48%	*	25%	51%	-	-	-	*	43%	53%	24%	56%	-	53%	43%	-	*	*	*
	CWD	27%	19%	24%	-	*	26%	-	-	-	*	27%	20%	24%	-	-	38%	8%	-	*	*	*
	CWOD	50%	38%	56%	*	27%	60%	-	-	-	*	50%	60%	-	56%	-	58%	54%	-	*	-	*
	EL	37%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	37%	53%	-	33%	57%	-	-	-	*	44%	62%	38%	58%	-	53%	-	-	*	*	*
	Female	41%	31%	43%	*	17%	45%	-	-	-	*	42%	45%	8%	54%	-	-	43%	-	*	-	*
Grade 4																						
Reading	All Students	53%	45%	67%	*	69%	66%	-	-	-	80%	63%	69%	18%	76%	-	59%	73%	-	*	-	*
	CWD	26%	20%	18%	-	*	14%	-	-	-	*	15%	*	18%	-	-	18%	17%	-	*	-	*
	CWOD	60%	52%	76%	*	71%	76%	-	-	-	*	81%	72%	-	76%	-	71%	79%	-	*	-	*
	EL	40%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	41%	59%	-	60%	59%	-	-	-	-	48%	68%	18%	71%	-	59%	-	-	*	-	*
	Female	57%	48%	73%	*	73%	73%	-	-	-	80%	75%	71%	17%	79%	-	-	73%	-	*	-	-
Mathematics	All Students	46%	35%	64%	*	44%	67%	-	-	-	80%	60%	66%	35%	69%	-	61%	66%	-	*	-	*
	CWD	25%	18%	35%	-	*	36%	-	-	-	*	38%	*	35%	-	-	36%	33%	-	*	-	*
	CWOD	51%	39%	69%	*	43%	73%	-	-	-	*	69%	69%	-	69%	-	68%	69%	-	*	-	*
	EL	37%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	38%	61%	-	40%	64%	-	-	-	-	52%	68%	36%	68%	-	61%	-	-	*	-	*
	Female	42%	31%	66%	*	45%	70%	-	-	-	80%	67%	65%	33%	69%	-	-	66%	-	*	-	-
Grade 5																						
Reading	All Students	57%	51%	55%	*	56%	57%	-	-	-	38%	39%	68%	16%	67%	-	49%	64%	-	*	-	80%
	CWD	26%	20%	16%	-	20%	16%	-	-	-	*	13%	22%	16%	-	-	13%	22%	-	-	-	*
	CWOD	65%	59%	67%	*	69%	70%	-	-	-	43%	52%	76%	-	67%	-	61%	76%	-	*	-	*
	EL	41%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	49%	49%	*	78%	47%	-	-	-	33%	38%	58%	13%	61%	-	49%	-	-	*	-	*
	Female	61%	54%	64%	-	33%	74%	-	-	-	*	40%	86%	22%	76%	-	-	64%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

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Mathematics	All Students	46%	37%	49%	*	39%	49%	-	-	-	63%	41%	55%	24%	56%	-	54%	40%	-	*	-	40%
	CWD	23%	16%	24%	-	20%	26%	-	-	-	*	25%	22%	24%	-	-	31%	11%	-	-	-	*
	CWOD	52%	42%	56%	*	46%	56%	-	-	-	71%	48%	61%	-	56%	-	61%	48%	-	*	-	*
	EL	36%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	40%	54%	*	56%	51%	-	-	-	67%	48%	58%	31%	61%	-	54%	-	-	*	-	*
	Female	44%	34%	40%	-	22%	45%	-	-	-	*	30%	50%	11%	48%	-	-	40%	-	*	-	*
Science	All Students	30%	27%	41%	*	33%	41%	-	-	-	50%	31%	50%	24%	46%	-	46%	33%	-	*	-	80%
	CWD	17%	13%	24%	-	20%	26%	-	-	-	*	19%	33%	24%	-	-	31%	11%	-	-	-	*
	CWOD	33%	31%	46%	*	38%	46%	-	-	-	57%	36%	53%	-	46%	-	51%	39%	-	*	-	*
	EL	16%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	33%	30%	46%	*	56%	43%	-	-	-	50%	38%	53%	31%	51%	-	46%	-	-	*	-	*
	Female	27%	24%	33%	-	11%	39%	-	-	-	*	20%	45%	11%	39%	-	-	33%	-	*	-	*
Grade 6																						
Reading	All Students	55%	52%	46%	*	42%	49%	-	-	-	40%	33%	56%	19%	53%	*	40%	53%	-	*	*	40%
	CWD	24%	22%	19%	*	*	20%	-	-	-	*	8%	38%	19%	-	*	23%	13%	-	*	-	*
	CWOD	62%	59%	53%	*	47%	56%	-	-	-	*	43%	59%	-	53%	*	45%	62%	-	-	*	*
	EL	30%	29%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	50%	46%	40%	*	38%	43%	-	-	-	40%	30%	47%	23%	45%	*	40%	-	-	*	*	*
	Female	59%	57%	53%	*	45%	56%	-	-	-	-	35%	68%	13%	62%	-	-	53%	-	*	-	*
Mathematics	All Students	38%	29%	22%	*	16%	24%	-	-	-	20%	24%	21%	25%	22%	*	25%	19%	-	*	*	20%
	CWD	19%	14%	25%	*	*	21%	-	-	-	*	23%	29%	25%	-	*	33%	13%	-	*	-	*
	CWOD	43%	33%	22%	*	13%	25%	-	-	-	*	24%	20%	-	22%	*	23%	20%	-	-	*	*
	EL	22%	13%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	41%	32%	25%	*	13%	29%	-	-	-	20%	26%	24%	33%	23%	*	25%	-	-	*	*	*
	Female	36%	27%	19%	*	18%	17%	-	-	-	-	21%	17%	13%	20%	-	-	19%	-	*	-	*
Grade 7																						
Reading	All Students	52%	47%	48%	*	48%	48%	-	-	-	50%	39%	57%	20%	56%	-	41%	57%	-	*	*	*
	CWD	21%	17%	20%	*	20%	21%	-	-	-	-	20%	20%	20%	-	-	13%	30%	-	*	-	-
	CWOD	58%	53%	56%	*	55%	57%	-	-	-	50%	46%	66%	-	56%	-	50%	65%	-	*	*	*
	EL	30%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	42%	41%	*	36%	44%	-	-	-	*	30%	52%	13%	50%	-	41%	-	-	*	-	-
	Female	58%	51%	57%	*	64%	53%	-	-	-	*	50%	67%	30%	65%	-	-	57%	-	*	*	*
Mathematics	All Students	32%	25%	48%	*	48%	46%	-	-	-	67%	36%	59%	32%	52%	-	44%	52%	-	*	*	*
	CWD	17%	12%	32%	*	40%	32%	-	-	-	-	27%	40%	32%	-	-	27%	40%	-	*	-	-
	CWOD	36%	29%	52%	*	50%	51%	-	-	-	67%	40%	64%	-	52%	-	50%	56%	-	*	*	*
	EL	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	35%	29%	44%	*	36%	47%	-	-	-	*	23%	64%	27%	50%	-	44%	-	-	*	-	-
	Female	30%	21%	52%	*	64%	45%	-	-	-	*	52%	52%	40%	56%	-	-	52%	-	*	*	*
Grade 8																						

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	53%	74%	*	76%	73%	-	-	-	*	67%	78%	50%	76%	-	67%	79%	*	*	-	*
	CWD	23%	16%	50%	-	*	44%	-	-	-	-	60%	40%	50%	-	-	*	43%	-	-	-	-
	CWOD	63%	59%	76%	*	75%	76%	-	-	-	*	68%	81%	-	76%	-	67%	84%	*	*	-	*
	EL	32%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	48%	67%	-	80%	66%	-	-	-	*	57%	76%	*	67%	-	67%	-	-	-	-	*
	Female	63%	57%	79%	*	75%	79%	-	-	-	*	77%	79%	43%	84%	-	-	79%	*	*	-	-
Mathematics	All Students	45%	36%	39%	*	31%	41%	-	-	-	*	46%	33%	40%	39%	-	37%	40%	*	*	-	*
	CWD	22%	14%	40%	-	*	44%	-	-	-	-	60%	20%	40%	-	-	*	29%	-	-	-	-
	CWOD	50%	40%	39%	*	33%	41%	-	-	-	*	44%	35%	-	39%	-	34%	43%	*	*	-	*
	EL	30%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	37%	37%	-	*	38%	-	-	-	*	44%	30%	*	34%	-	37%	-	-	-	-	*
	Female	46%	35%	40%	*	33%	44%	-	-	-	*	47%	36%	29%	43%	-	-	40%	*	*	-	-
Science	All Students	47%	39%	58%	*	63%	59%	-	-	-	*	58%	59%	50%	59%	-	61%	56%	*	*	-	*
	CWD	22%	14%	50%	-	*	44%	-	-	-	-	60%	40%	50%	-	-	*	43%	-	-	-	-
	CWOD	51%	43%	59%	*	60%	61%	-	-	-	*	58%	60%	-	59%	-	60%	58%	*	*	-	*
	EL	25%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	43%	61%	-	60%	63%	-	-	-	*	52%	68%	*	60%	-	61%	-	-	-	-	*
	Female	45%	35%	56%	*	64%	55%	-	-	-	*	64%	52%	43%	58%	-	-	56%	*	*	-	-
End of Course																						
English I	All Students	47%	54%	64%	*	55%	65%	*	-	-	80%	56%	68%	32%	69%	-	55%	76%	-	*	-	57%
	CWD	18%	17%	32%	*	*	25%	-	-	-	*	18%	50%	32%	-	-	31%	33%	-	*	-	-
	CWOD	53%	61%	69%	*	63%	70%	*	-	-	*	67%	70%	-	69%	-	60%	81%	-	*	-	57%
	EL	23%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	48%	55%	*	46%	56%	*	-	-	*	50%	57%	31%	60%	-	55%	-	-	*	-	*
	Female	54%	60%	76%	*	71%	75%	*	-	-	*	64%	84%	33%	81%	-	-	76%	-	*	-	*
English II	All Students	53%	61%	63%	*	64%	63%	*	-	-	67%	58%	67%	25%	73%	-	58%	73%	-	*	-	*
	CWD	20%	20%	25%	-	17%	28%	-	-	-	*	31%	17%	25%	-	-	21%	33%	-	-	-	-
	CWOD	58%	67%	73%	*	79%	71%	*	-	-	80%	67%	76%	-	73%	-	69%	78%	-	*	-	*
	EL	25%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	54%	58%	-	50%	61%	-	-	-	*	46%	64%	21%	69%	-	58%	-	-	-	-	-
	Female	59%	68%	73%	*	75%	69%	*	-	-	*	71%	72%	33%	78%	-	-	73%	-	*	-	*
Algebra I	All Students	43%	46%	66%	*	76%	64%	*	-	-	*	56%	72%	33%	71%	-	67%	64%	-	*	-	67%
	CWD	19%	17%	33%	*	*	17%	-	-	-	*	30%	38%	33%	-	-	33%	33%	-	*	-	-
	CWOD	47%	51%	71%	*	79%	70%	*	-	-	*	62%	76%	-	71%	-	75%	66%	-	*	-	67%
	EL	30%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	46%	67%	*	70%	67%	*	-	-	*	63%	70%	33%	75%	-	67%	-	-	*	-	*
	Female	45%	46%	64%	*	86%	61%	*	-	-	*	50%	74%	33%	66%	-	-	64%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	59%	64%	74%	*	71%	74%	*	-	-	86%	63%	81%	29%	80%	-	69%	80%	-	*	-	*
	CWD	30%	25%	29%	-	*	20%	-	-	-	-	38%	17%	29%	-	-	27%	*	-	-	-	-
	CWOD	64%	71%	80%	*	72%	82%	*	-	-	86%	68%	88%	-	80%	-	79%	82%	-	*	-	*
	EL	35%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	63%	69%	-	58%	70%	-	-	-	*	58%	76%	27%	79%	-	69%	-	-	-	-	*
	Female	61%	65%	80%	*	80%	81%	*	-	-	*	67%	88%	*	82%	-	-	80%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	17%	20%	*	8%	21%	-	-	-	*	13%	25%	0%	26%	-	11%	28%	-	*	*	*
	CWD	7%	5%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	*	*
	CWOD	26%	20%	26%	*	9%	28%	-	-	-	*	19%	31%	-	26%	-	15%	37%	-	*	-	*
	EL	13%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	15%	11%	-	14%	11%	-	-	-	*	7%	15%	0%	15%	-	11%	-	-	*	*	*
	Female	24%	19%	28%	*	0%	32%	-	-	-	*	21%	34%	0%	37%	-	-	28%	-	*	-	*
Mathematics	All Students	19%	14%	12%	*	17%	12%	-	-	-	*	10%	15%	0%	16%	-	9%	15%	-	*	*	*
	CWD	8%	6%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	*	*
	CWOD	22%	16%	16%	*	18%	16%	-	-	-	*	14%	18%	-	16%	-	13%	20%	-	*	-	*
	EL	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	16%	9%	-	33%	7%	-	-	-	*	7%	12%	0%	13%	-	9%	-	-	*	*	*
	Female	15%	11%	15%	*	0%	18%	-	-	-	*	13%	17%	0%	20%	-	-	15%	-	*	-	*
Grade 4																						
Reading	All Students	23%	18%	35%	*	25%	37%	-	-	-	40%	27%	42%	6%	40%	-	29%	40%	-	*	-	*
	CWD	6%	4%	6%	-	*	7%	-	-	-	*	8%	*	6%	-	-	9%	0%	-	*	-	*
	CWOD	28%	21%	40%	*	29%	43%	-	-	-	*	33%	45%	-	40%	-	34%	45%	-	*	-	*
	EL	13%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	15%	29%	-	40%	27%	-	-	-	-	14%	39%	9%	34%	-	29%	-	-	*	-	*
	Female	26%	20%	40%	*	18%	47%	-	-	-	40%	36%	44%	0%	45%	-	-	40%	-	*	-	-
Mathematics	All Students	23%	17%	40%	*	25%	42%	-	-	-	60%	33%	45%	6%	46%	-	37%	43%	-	*	-	*
	CWD	9%	6%	6%	-	*	7%	-	-	-	*	0%	*	6%	-	-	9%	0%	-	*	-	*
	CWOD	27%	20%	46%	*	29%	49%	-	-	-	*	46%	47%	-	46%	-	45%	47%	-	*	-	*
	EL	16%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	27%	20%	37%	-	20%	39%	-	-	-	-	24%	46%	9%	45%	-	37%	-	-	*	-	*
	Female	19%	14%	43%	*	27%	45%	-	-	-	60%	41%	44%	0%	47%	-	-	43%	-	*	-	-
Grade 5																						
Reading	All Students	29%	23%	24%	*	11%	28%	-	-	-	13%	12%	33%	0%	31%	-	19%	31%	-	*	-	20%
	CWD	7%	6%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	*
	CWOD	35%	28%	31%	*	15%	37%	-	-	-	14%	18%	39%	-	31%	-	25%	39%	-	*	-	*
	EL	15%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	21%	19%	*	22%	20%	-	-	-	17%	7%	29%	0%	25%	-	19%	-	-	*	-	*
	Female	32%	25%	31%	-	0%	42%	-	-	-	*	20%	41%	0%	39%	-	-	31%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	15%	15%	*	6%	17%	-	-	-	13%	6%	22%	4%	18%	-	16%	12%	-	*	-	20%
	CWD	7%	5%	4%	-	0%	5%	-	-	-	*	6%	0%	4%	-	-	6%	0%	-	-	-	*
	CWOD	25%	18%	18%	*	8%	21%	-	-	-	14%	6%	25%	-	18%	-	20%	15%	-	*	-	*
	EL	13%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	18%	16%	*	11%	18%	-	-	-	17%	10%	21%	6%	20%	-	16%	-	-	*	-	*
	Female	19%	12%	12%	-	0%	16%	-	-	-	*	0%	23%	0%	15%	-	-	12%	-	*	-	*
Science	All Students	12%	10%	16%	*	11%	17%	-	-	-	13%	8%	22%	8%	18%	-	15%	17%	-	*	-	40%
	CWD	5%	4%	8%	-	0%	11%	-	-	-	*	6%	11%	8%	-	-	6%	11%	-	-	-	*
	CWOD	14%	12%	18%	*	15%	19%	-	-	-	14%	9%	24%	-	18%	-	18%	18%	-	*	-	*
	EL	4%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	13%	12%	15%	*	22%	14%	-	-	-	17%	7%	21%	6%	18%	-	15%	-	-	*	-	*
	Female	11%	9%	17%	-	0%	23%	-	-	-	*	10%	23%	11%	18%	-	-	17%	-	*	-	*
Grade 6																						
Reading	All Students	28%	23%	16%	*	16%	16%	-	-	-	20%	14%	17%	10%	17%	*	14%	18%	-	*	*	20%
	CWD	7%	7%	10%	*	*	7%	-	-	-	*	8%	13%	10%	-	*	15%	0%	-	*	-	*
	CWOD	33%	27%	17%	*	13%	19%	-	-	-	*	17%	18%	-	17%	*	14%	22%	-	-	*	*
	EL	9%	8%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	24%	20%	14%	*	25%	12%	-	-	-	20%	9%	18%	15%	14%	*	14%	-	-	*	*	*
	Female	32%	26%	18%	*	9%	22%	-	-	-	-	20%	16%	0%	22%	-	-	18%	-	*	-	*
Mathematics	All Students	16%	9%	7%	*	5%	7%	-	-	-	20%	5%	9%	10%	6%	*	11%	2%	-	*	*	0%
	CWD	5%	4%	10%	*	*	7%	-	-	-	*	8%	14%	10%	-	*	17%	0%	-	*	-	*
	CWOD	18%	11%	6%	*	0%	7%	-	-	-	*	3%	8%	-	6%	*	9%	3%	-	-	*	*
	EL	6%	3%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	17%	11%	11%	*	13%	10%	-	-	-	20%	9%	12%	17%	9%	*	11%	-	-	*	*	*
	Female	14%	8%	2%	*	0%	3%	-	-	-	-	0%	4%	0%	3%	-	-	2%	-	*	-	*
Grade 7																						
Reading	All Students	26%	20%	23%	*	24%	23%	-	-	-	17%	13%	33%	8%	27%	-	19%	28%	-	*	*	*
	CWD	6%	4%	8%	*	0%	11%	-	-	-	-	0%	20%	8%	-	-	13%	0%	-	*	-	-
	CWOD	30%	23%	27%	*	30%	28%	-	-	-	17%	17%	36%	-	27%	-	21%	35%	-	*	*	*
	EL	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	17%	19%	*	7%	24%	-	-	-	*	10%	27%	13%	21%	-	19%	-	-	*	-	-
	Female	30%	22%	28%	*	45%	22%	-	-	-	*	15%	43%	0%	35%	-	-	28%	-	*	*	*
Mathematics	All Students	11%	7%	14%	*	12%	16%	-	-	-	0%	9%	19%	20%	12%	-	13%	15%	-	*	*	*
	CWD	5%	3%	20%	*	20%	21%	-	-	-	-	20%	20%	20%	-	-	13%	30%	-	*	-	-
	CWOD	12%	8%	12%	*	10%	14%	-	-	-	0%	5%	18%	-	12%	-	13%	11%	-	*	*	*
	EL	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	12%	8%	13%	*	7%	16%	-	-	-	*	7%	18%	13%	13%	-	13%	-	-	*	-	-
	Female	9%	5%	15%	*	18%	16%	-	-	-	*	12%	19%	30%	11%	-	-	15%	-	*	*	*
Grade 8																						

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	31%	27%	42%	*	41%	41%	-	-	-	*	42%	42%	10%	46%	-	39%	45%	*	*	-	*
	CWD	7%	5%	10%	-	*	11%	-	-	-	-	20%	0%	10%	-	-	*	0%	-	-	-	-
	CWOD	35%	31%	46%	*	44%	45%	-	-	-	*	45%	46%	-	46%	-	40%	51%	*	*	-	*
	EL	10%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26%	24%	39%	-	40%	37%	-	-	-	*	38%	40%	*	40%	-	39%	-	-	-	-	*
	Female	36%	31%	45%	*	42%	45%	-	-	-	*	45%	44%	0%	51%	-	-	45%	*	*	-	-
Mathematics	All Students	18%	13%	11%	*	0%	13%	-	-	-	*	5%	15%	10%	11%	-	13%	9%	*	*	-	*
	CWD	7%	3%	10%	-	*	11%	-	-	-	-	20%	0%	10%	-	-	*	0%	-	-	-	-
	CWOD	20%	14%	11%	*	0%	14%	-	-	-	*	3%	16%	-	11%	-	11%	10%	*	*	-	*
	EL	8%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	14%	13%	-	*	16%	-	-	-	*	11%	15%	*	11%	-	13%	-	-	-	-	*
	Female	17%	12%	9%	*	0%	11%	-	-	-	*	0%	14%	0%	10%	-	-	9%	*	*	-	-
Science	All Students	18%	12%	22%	*	25%	21%	-	-	-	*	23%	21%	20%	22%	-	30%	15%	*	*	-	*
	CWD	6%	3%	20%	-	*	22%	-	-	-	-	40%	0%	20%	-	-	*	0%	-	-	-	-
	CWOD	20%	14%	22%	*	27%	21%	-	-	-	*	21%	23%	-	22%	-	28%	17%	*	*	-	*
	EL	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	15%	30%	-	40%	29%	-	-	-	*	33%	28%	*	28%	-	30%	-	-	-	-	*
	Female	16%	9%	15%	*	18%	14%	-	-	-	*	14%	15%	0%	17%	-	-	15%	*	*	-	-
End of Course																						
English I	All Students	14%	14%	16%	*	5%	16%	*	-	-	60%	8%	20%	0%	18%	-	15%	17%	-	*	-	0%
	CWD	4%	3%	0%	*	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	16%	16%	18%	*	6%	18%	*	-	-	*	10%	23%	-	18%	-	18%	19%	-	*	-	0%
	EL	2%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	11%	11%	15%	*	0%	15%	*	-	-	*	7%	19%	0%	18%	-	15%	-	-	*	-	*
	Female	17%	17%	17%	*	14%	18%	*	-	-	*	9%	22%	0%	19%	-	-	17%	-	*	-	*
English II	All Students	8%	8%	10%	*	4%	11%	*	-	-	17%	4%	13%	4%	11%	-	9%	11%	-	*	-	*
	CWD	3%	2%	4%	-	0%	6%	-	-	-	*	0%	8%	4%	-	-	5%	0%	-	-	-	-
	CWOD	9%	9%	11%	*	5%	12%	*	-	-	20%	6%	14%	-	11%	-	10%	13%	-	*	-	*
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	7%	7%	9%	-	0%	11%	-	-	-	*	7%	10%	5%	10%	-	9%	-	-	-	-	-
	Female	9%	9%	11%	*	8%	10%	*	-	-	*	0%	20%	0%	13%	-	-	11%	-	*	-	*
Algebra I	All Students	26%	26%	40%	*	35%	41%	*	-	-	*	33%	45%	17%	44%	-	39%	42%	-	*	-	33%
	CWD	8%	7%	17%	*	*	17%	-	-	-	*	20%	13%	17%	-	-	17%	17%	-	*	-	-
	CWOD	29%	29%	44%	*	43%	44%	*	-	-	*	36%	49%	-	44%	-	44%	44%	-	*	-	33%
	EL	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	27%	39%	*	20%	42%	*	-	-	*	38%	40%	17%	44%	-	39%	-	-	*	-	*
	Female	27%	25%	42%	*	57%	41%	*	-	-	*	29%	52%	17%	44%	-	-	42%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	18%	16%	*	10%	16%	*	-	-	43%	17%	16%	0%	19%	-	17%	15%	-	*	-	*
	CWD	6%	4%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	21%	19%	*	11%	18%	*	-	-	43%	21%	17%	-	19%	-	21%	15%	-	*	-	*
	EL	6%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	20%	17%	-	8%	16%	-	-	-	*	17%	18%	0%	21%	-	17%	-	-	-	-	*
	Female	19%	16%	15%	*	10%	15%	*	-	-	*	17%	13%	*	15%	-	-	15%	-	*	-	*

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All Students	73%	69%	80%	65%	81%	81%	67%	-	-	77%	74%	85%	48%	88%	*	78%	84%	*	68%	100%	86%
	CWD	46%	40%	48%	63%	53%	47%	-	-	-	17%	45%	52%	48%	-	*	48%	48%	-	42%	*	55%
	CWOD	79%	75%	88%	65%	87%	88%	67%	-	-	86%	84%	90%	-	88%	*	85%	90%	*	79%	*	92%
	EL	59%	49%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	71%	68%	78%	54%	77%	79%	*	-	-	74%	71%	82%	48%	85%	*	78%	-	-	71%	*	84%
	Female	75%	69%	84%	72%	84%	84%	*	-	-	81%	78%	88%	48%	90%	-	-	84%	*	65%	*	90%
Reading	All Students	74%	74%	79%	64%	79%	79%	*	-	-	79%	73%	83%	43%	87%	*	72%	86%	*	78%	*	89%
	CWD	45%	43%	43%	*	41%	44%	-	-	-	17%	42%	44%	43%	-	*	38%	51%	-	50%	*	60%
	CWOD	80%	81%	87%	70%	88%	87%	*	-	-	89%	84%	89%	-	87%	*	82%	93%	*	92%	*	95%
	EL	57%	53%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	71%	72%	33%	71%	73%	*	-	-	76%	67%	76%	38%	82%	*	72%	-	-	88%	*	83%
	Female	79%	78%	86%	88%	87%	86%	*	-	-	82%	80%	91%	51%	93%	-	-	86%	*	70%	*	100%
Mathematics	All Students	70%	62%	79%	57%	80%	80%	*	-	-	74%	73%	85%	51%	86%	*	79%	80%	*	50%	*	76%
	CWD	45%	36%	51%	*	62%	50%	-	-	-	20%	45%	60%	51%	-	*	56%	44%	-	33%	*	40%
	CWOD	76%	67%	86%	50%	84%	87%	*	-	-	83%	82%	88%	-	86%	*	85%	87%	*	58%	*	85%
	EL	60%	45%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	71%	64%	79%	67%	79%	80%	*	-	-	70%	71%	85%	56%	85%	*	79%	-	-	50%	*	76%
	Female	70%	59%	80%	50%	82%	80%	*	-	-	79%	74%	84%	44%	87%	-	-	80%	*	50%	*	75%
Science	All Students	76%	70%	88%	*	87%	89%	*	-	-	79%	83%	92%	56%	94%	-	89%	86%	*	*	-	100%
	CWD	52%	44%	56%	-	70%	54%	-	-	-	*	57%	55%	56%	-	-	60%	50%	-	-	-	*
	CWOD	81%	75%	94%	*	91%	95%	*	-	-	83%	90%	97%	-	94%	-	96%	92%	*	*	-	100%
	EL	63%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	72%	89%	*	92%	90%	-	-	-	77%	84%	94%	60%	96%	-	89%	-	-	*	-	100%
	Female	76%	68%	86%	*	83%	87%	*	-	-	83%	81%	90%	50%	92%	-	-	86%	*	*	-	*
SAT/ACT All Subjects	All Students	89%	90%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	70%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	90%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	63%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	91%	100%	-	*	100%	-	-	-	-	-	100%	-	100%	-	100%	-	-	-	-	-
	Female	89%	88%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	43%	55%	45%	52%	56%	50%	-	-	58%	48%	61%	27%	62%	*	53%	58%	*	43%	67%	56%
	CWD	23%	18%	27%	63%	30%	26%	-	-	-	0%	25%	29%	27%	-	*	27%	25%	-	17%	*	27%
	CWOD	53%	48%	62%	39%	57%	63%	50%	-	-	66%	55%	66%	-	62%	*	59%	64%	*	54%	*	62%
	EL	30%	23%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	47%	42%	53%	38%	50%	54%	*	-	-	48%	44%	60%	27%	59%	*	53%	-	-	41%	*	53%
	Female	49%	43%	58%	50%	54%	59%	*	-	-	73%	52%	63%	25%	64%	-	-	58%	*	43%	*	60%
Reading	All Students	53%	50%	60%	43%	59%	60%	*	-	-	57%	50%	67%	23%	68%	*	53%	68%	*	50%	*	56%
	CWD	23%	20%	23%	*	24%	23%	-	-	-	0%	19%	29%	23%	-	*	20%	27%	-	17%	*	20%
	CWOD	59%	57%	68%	40%	67%	69%	*	-	-	67%	61%	73%	-	68%	*	62%	76%	*	67%	*	64%
	EL	31%	28%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	48%	46%	53%	17%	53%	54%	*	-	-	44%	43%	60%	20%	62%	*	53%	-	-	50%	*	56%
	Female	58%	55%	68%	63%	64%	69%	*	-	-	76%	58%	76%	27%	76%	-	-	68%	*	50%	*	56%
Mathematics	All Students	43%	35%	49%	50%	42%	51%	*	-	-	56%	44%	53%	29%	54%	*	50%	48%	*	28%	*	44%
	CWD	22%	16%	29%	*	33%	28%	-	-	-	0%	30%	28%	29%	-	*	34%	23%	-	17%	*	20%
	CWOD	48%	39%	54%	40%	44%	56%	*	-	-	66%	49%	57%	-	54%	*	55%	53%	*	33%	*	50%
	EL	30%	20%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	45%	38%	50%	50%	42%	52%	*	-	-	50%	42%	56%	34%	55%	*	50%	-	-	25%	*	41%
	Female	42%	32%	48%	50%	42%	49%	*	-	-	64%	46%	50%	23%	53%	-	-	48%	*	30%	*	50%
Science	All Students	46%	41%	57%	*	56%	57%	*	-	-	63%	50%	63%	31%	62%	-	58%	57%	*	*	-	82%
	CWD	22%	16%	31%	-	40%	30%	-	-	-	*	32%	30%	31%	-	-	33%	28%	-	-	-	*
	CWOD	50%	46%	62%	*	60%	62%	*	-	-	67%	54%	67%	-	62%	-	63%	61%	*	*	-	80%
	EL	26%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	43%	58%	*	60%	58%	-	-	-	54%	49%	65%	33%	63%	-	58%	-	-	*	-	75%
	Female	45%	39%	57%	*	53%	57%	*	-	-	83%	51%	61%	28%	61%	-	-	57%	*	*	-	*
SAT/ACT All Subjects	All Students	59%	58%	76%	-	*	73%	-	-	-	-	*	75%	-	76%	-	89%	63%	-	-	-	-
	CWD	38%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	58%	76%	-	*	73%	-	-	-	-	*	75%	-	76%	-	89%	63%	-	-	-	-
	EL	15%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	63%	89%	-	*	88%	-	-	-	-	-	89%	-	89%	-	89%	-	-	-	-	-
	Female	54%	53%	63%	-	*	57%	-	-	-	-	*	57%	-	63%	-	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	16%	21%	3%	15%	22%	0%	-	-	27%	16%	25%	7%	24%	*	19%	23%	*	15%	0%	14%
	CWD	6%	4%	7%	13%	5%	7%	-	-	-	0%	7%	7%	7%	-	*	9%	4%	-	8%	*	9%
	CWOD	23%	19%	24%	0%	17%	26%	0%	-	-	31%	19%	28%	-	24%	*	22%	27%	*	18%	*	15%
	EL	9%	6%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	20%	16%	19%	8%	15%	20%	*	-	-	26%	14%	23%	9%	22%	*	19%	-	-	24%	*	14%
	Female	21%	16%	23%	0%	16%	26%	*	-	-	30%	18%	28%	4%	27%	-	-	23%	*	9%	*	15%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	19%	23%	0%	16%	24%	*	-	-	31%	16%	28%	4%	27%	*	18%	28%	*	17%	*	11%
	CWD	6%	5%	4%	*	3%	5%	-	-	-	0%	3%	6%	4%	-	*	7%	0%	-	0%	*	20%
	CWOD	25%	22%	27%	0%	19%	29%	*	-	-	36%	21%	31%	-	27%	*	21%	33%	*	25%	*	9%
	EL	8%	6%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	19%	16%	18%	0%	13%	19%	*	-	-	28%	12%	23%	7%	21%	*	18%	-	-	25%	*	11%
	Female	25%	22%	28%	0%	19%	31%	*	-	-	35%	21%	33%	0%	33%	-	-	28%	*	10%	*	11%
Mathematics	All Students	19%	14%	20%	7%	14%	22%	*	-	-	24%	15%	25%	9%	23%	*	20%	21%	*	6%	*	16%
	CWD	7%	5%	9%	*	10%	9%	-	-	-	0%	9%	9%	9%	-	*	11%	7%	-	17%	*	0%
	CWOD	22%	16%	23%	0%	15%	25%	*	-	-	28%	17%	27%	-	23%	*	22%	23%	*	0%	*	20%
	EL	11%	6%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	21%	16%	20%	17%	14%	21%	*	-	-	20%	15%	24%	11%	22%	*	20%	-	-	13%	*	18%
	Female	18%	12%	21%	0%	14%	23%	*	-	-	29%	15%	26%	7%	23%	-	-	21%	*	0%	*	13%
Science	All Students	17%	13%	18%	*	15%	18%	*	-	-	26%	16%	19%	8%	20%	-	20%	15%	*	*	-	18%
	CWD	5%	3%	8%	-	0%	11%	-	-	-	*	11%	5%	8%	-	-	10%	6%	-	-	-	*
	CWOD	19%	15%	20%	*	18%	20%	*	-	-	28%	17%	21%	-	20%	-	22%	17%	*	*	-	20%
	EL	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	15%	20%	*	20%	19%	-	-	-	31%	18%	22%	10%	22%	-	20%	-	-	*	-	13%
	Female	15%	11%	15%	*	10%	17%	*	-	-	17%	14%	16%	6%	17%	-	-	15%	*	*	-	*
SAT/ACT All Subjects	All Students	13%	8%	12%	-	*	13%	-	-	-	-	*	13%	-	12%	-	22%	0%	-	-	-	-
	CWD	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	8%	12%	-	*	13%	-	-	-	-	*	13%	-	12%	-	22%	0%	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	12%	22%	-	*	25%	-	-	-	-	-	22%	-	22%	-	22%	-	-	-	-	-
	Female	10%	5%	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	69	56	72	68	*	-	-	67	64	46	*
CWD	46	*	48	47	-	-	-	*	43	46	*
CWOD	74	60	78	73	*	-	-	75	71	-	-
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	63	50	64	63	-	-	-	61	56	41	*
Female	76	*	79	76	*	-	-	75	73	53	-
Mathematics											
All Students	69	38	74	69	-	-	-	70	68	60	*
CWD	60	*	65	62	-	-	-	*	59	60	*
CWOD	71	*	76	71	-	-	-	77	71	-	-
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	68	40	70	68	-	-	-	65	66	64	*
Female	71	*	77	70	-	-	-	77	69	55	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023													
All Students	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*	100.0%	-
CWD	100.0%	-	*	100.0%	-	-	-	-	*	100.0%	-	-	-
CWOD	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	-	*	100.0%	-
EL ◇	*	-	*	-	-	-	-	-	-	-	*	-	-
Male	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*	*	-
Female	100.0%	-	*	100.0%	-	-	-	-	100.0%	*	-	100.0%	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
6	2	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Indicates data reporting does not meet for Minimum Size.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	38	49	53	39	-	-	54	46	27	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	85%	*	82%	84%	-	-	-	*	75%	71%	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y				Y	Y	Y	
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	N	Y	N				N	Y	N	
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	Y	N				N	N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N				N	N	N	
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N				Y	Y	Y	
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	Y	N	N				N	N	N	
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	Y	N	N				N	N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											50%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y		Y	Y					Y	Y	

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		N	Y					Y	Y	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	99%	100%	100%	-	-	100%	99%	100%	99%	100%	100%	100%	99%	*
	CWD	99%	100%	100%	99%	-	-	-	100%	99%	100%	99%	-	*	100%	98%	-
	CWOD	100%	100%	99%	100%	100%	-	-	100%	100%	100%	-	100%	*	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	*	*	*	*	100%	*	*	-
	Male	100%	100%	99%	100%	*	-	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	99%	100%	99%	99%	*	-	-	100%	99%	100%	98%	100%	*	-	99%	*
Reading	All Students	100%	100%	99%	100%	*	-	-	100%	99%	100%	99%	100%	*	100%	100%	*
	CWD	99%	*	100%	99%	-	-	-	100%	99%	100%	99%	-	*	100%	98%	-
	CWOD	100%	100%	99%	100%	*	-	-	100%	100%	100%	-	100%	*	100%	100%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	100%	99%	100%	*	-	-	100%	99%	100%	98%	100%	*	-	100%	*
Mathematics	All Students	99%	100%	100%	99%	*	-	-	100%	99%	100%	99%	99%	*	100%	99%	*
	CWD	99%	*	100%	99%	-	-	-	100%	99%	100%	99%	-	*	100%	98%	-
	CWOD	99%	100%	100%	99%	*	-	-	100%	99%	99%	-	99%	*	99%	99%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-
	Male	100%	100%	100%	99%	*	-	-	100%	99%	100%	100%	99%	*	100%	-	-
	Female	99%	100%	100%	99%	*	-	-	100%	99%	99%	98%	99%	-	-	99%	*
Science	All Students	99%	*	98%	100%	*	-	-	100%	99%	99%	98%	100%	-	99%	99%	*
	CWD	98%	-	100%	97%	-	-	-	*	97%	100%	98%	-	-	100%	95%	-
	CWOD	100%	*	98%	100%	*	-	-	100%	100%	99%	-	100%	-	99%	100%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	99%	*	96%	100%	-	-	-	100%	100%	99%	100%	99%	-	99%	-	-
	Female	99%	*	100%	99%	*	-	-	100%	98%	100%	95%	100%	-	-	99%	*
SAT/ACT All Subjects	All Students	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	-	-	-	100%	-	100%	-	100%	-	-
	Female	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-
Non-Participation Rate																	

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	1%	0%	0%	-	-	0%	1%	0%	1%	0%	0%	0%	1%	*
	CWD	1%	0%	0%	1%	-	-	-	0%	1%	0%	1%	-	*	0%	2%	-
	CWOD	0%	0%	1%	0%	0%	-	-	0%	0%	0%	-	0%	*	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-
	Male	0%	0%	1%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	1%	0%	1%	1%	*	-	-	0%	1%	0%	2%	0%	*	-	1%	*
Reading	All Students	0%	0%	1%	0%	*	-	-	0%	1%	0%	1%	0%	*	0%	0%	*
	CWD	1%	*	0%	1%	-	-	-	0%	1%	0%	1%	-	*	0%	2%	-
	CWOD	0%	0%	1%	0%	*	-	-	0%	0%	0%	-	0%	*	0%	0%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	1%	0%	*	-	-	0%	1%	0%	2%	0%	*	-	0%	*
Mathematics	All Students	1%	0%	0%	1%	*	-	-	0%	1%	0%	1%	1%	*	0%	1%	*
	CWD	1%	*	0%	1%	-	-	-	0%	1%	0%	1%	-	*	0%	2%	-
	CWOD	1%	0%	0%	1%	*	-	-	0%	1%	1%	-	1%	*	1%	1%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-
	Male	0%	0%	0%	1%	*	-	-	0%	1%	0%	0%	1%	*	0%	-	-
	Female	1%	0%	0%	1%	*	-	-	0%	1%	1%	2%	1%	-	-	1%	*
Science	All Students	1%	*	2%	0%	*	-	-	0%	1%	1%	2%	0%	-	1%	1%	*
	CWD	2%	-	0%	3%	-	-	-	*	3%	0%	2%	-	-	0%	5%	-
	CWOD	0%	*	2%	0%	*	-	-	0%	0%	1%	-	0%	-	1%	0%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	1%	*	4%	0%	-	-	-	0%	0%	1%	0%	1%	-	1%	-	-
	Female	1%	*	0%	1%	*	-	-	0%	2%	0%	5%	0%	-	-	1%	*
SAT/ACT All Subjects	All Students	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	-	-	0%	-	0%	-	0%	-	-
	Female	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Campus Level of School Quality, Climate, and Safety

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Campus Level of Preschool Programs and Accelerated Coursework

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	25.3	22.1%			18.1	19.7%
Teachers Teaching with Emergency or Provisional Credentials	5.9	5.5%			3.9	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	20.8	19.5%			19.7	23.0%

- Indicates there are no data available in the group.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$511	\$69	\$441	\$511			
Food services		\$601				\$519	\$82	\$601
Instruction		\$6,433	\$5,928	\$34	\$5,962	\$446	\$24	\$471
Support services, general administration		\$894		\$894	\$894			
Support services, instructional staff		\$253	\$221	\$3	\$225	\$22	\$6	\$28
Support services, operation and maintenance of plant		\$1,718	\$344	\$1,375	\$1,718			
Support services, pupils		\$396	\$383		\$383		\$13	\$13
Support services, school administration		\$603	\$603		\$603			
Support services, student transportation		\$349		\$349	\$349			
Total	1,407	\$11,758	\$7,549	\$3,096	\$10,645	\$987	\$125	\$1,113
Campus Level PPE Summary Report								
Note: Downloadable PDF and Excel files are available.								

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

	State Number of ALT2	State Rate of ALT2	Region 14 Number of ALT2	Region 14 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,517	2%	73	1%	*	1%
Mathematics	7,510	2%	73	1%	*	1%
Grade 4						
Reading	6,669	2%	78	1%	*	2%
Mathematics	6,666	2%	78	1%	*	2%
Grade 5						
Reading	6,321	2%	67	1%	*	3%
Mathematics	6,324	2%	67	1%	*	3%
Science	6,315	2%	67	1%	*	3%
Grade 6						
Reading	5,876	1%	69	1%	*	2%
Mathematics	5,877	1%	69	1%	*	2%
Grade 7						
Reading	5,387	1%	68	1%	*	4%
Mathematics	5,385	2%	68	1%	*	4%
Grade 8						
Reading	4,906	1%	47	1%	*	3%
Mathematics	4,907	1%	47	1%	*	4%
Science	4,904	1%	47	1%	*	3%
End of Course						
English I	4,932	1%	41	1%	*	1%
English II	4,732	1%	39	1%	*	2%
Algebra I	4,932	1%	41	1%	*	1%
Biology	4,992	1%	26	1%	-	-
All Grades						
All Subjects	104,161	1%	1,065	1%	40	2%
Reading	46,349	1%	482	1%	18	2%
Mathematics	41,601	1%	443	1%	16	2%
Science	16,211	1%	140	1%	6	2%

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	57%	*	70%	52%	-	-	-	*	48%	*	*
In-State Private Institutions	8%	-	*	10%	-	-	-	-	*	-	-
Out-of-State Institutions	*	-	*	*	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
 CLYDE CISD (030902) - CALLAHAN COUNTY

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	12%	19%	9%	13%	*	-	-	9%	18%	17%	0%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
2025 Federal Report Card
CLYDE CISD (030902) - CALLAHAN COUNTY

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

There is no data for this district.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this district.

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



526 Shalimar Drive • Clyde, Texas 79510 • 325-893-4222 • FAX: 325-893-4024 • www.clydeisd.org

Superintendent: Bryan Allen

CFO: Rhonda Neal

Director of Curriculum / Special Programs: Paula Kinslow

**Empowering Leaders.
Committed to Success.**

January 23, 2026

Dear Parent:

Clyde CISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://www.clydeisd.org/> or are also available on the Texas Education Agency's website at: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Information on these 2024-2025 report cards includes:

Part (i): General Description of the Texas State Accountability System

- I. the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- II. the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- III. the indicators used to meaningfully differentiate all public schools in the State;
- IV. the State's system for meaningfully differentiating all public schools in the State, including—
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Clyde Elementary
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Jamie Munoz, Principal

Clyde Junior High
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FAX (325) 893-2134
Patrick Odom, Principal

Clyde High School
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Casey Hodges, Principal

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V. the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

VI. the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

I. This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth and Graduation Rate

I. This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

Part (iv): English Language Proficiency

I. This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

I. This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

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I. This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

Part (vii): STAAR Participation

I. This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year.

Part (viii): Civil Rights Data

I. The section provides information from the 2021-22 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

I. This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure

I. This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

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Part (xi): STAAR Alternate 2 Participation

I. This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

I. This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

I. This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

I. This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year.

Part (xv): Section 1003 Fund

I. This section provides a list of all the local educational agencies and schools that received funds under Section 1003, including the amount of funds each school received, and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by June 30th, 2026.

Part (xvi): Counts of First Year English Learners Excluded from the State Accountability

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I. This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Dr. Paula Kinslow at 325-893-4222 or pkinslow@clydeisd.org for more information.

Sincerely,

Bryan Allen

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Casey Hodges, Principal

School Information

Campus Type: **Middle School**

Total Students: **324**

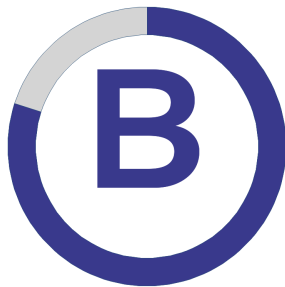
Grade Span: **06 - 08**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

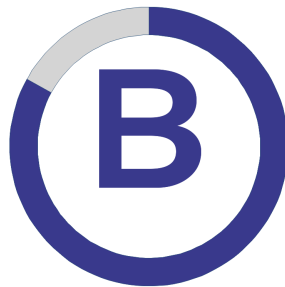
This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

Overall Rating



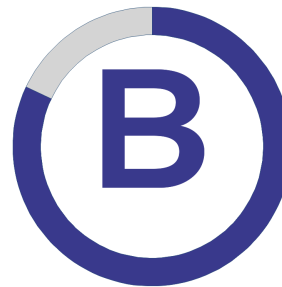
80 of 100

Student Achievement



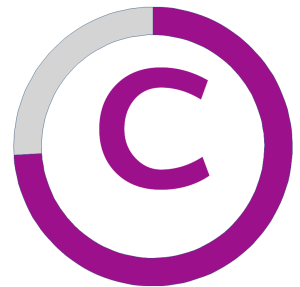
83 of 100

School Progress



82 of 100

Closing the Gaps



74 of 100

Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Academic Achievement in Reading/Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



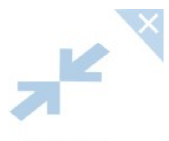
Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2022-23)	95.9%	95.4%	93.3%
Mobility Rate (2022-23)	11.2%	10.5%	16.1%
Enrollment by Race/Ethnicity			
African American	1.2%	0.9%	12.8%
Hispanic	16.0%	16.5%	53.2%
White	77.5%	78.3%	25.0%
American Indian	0.3%	0.2%	0.3%
Asian	0.0%	0.0%	5.4%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.9%	4.2%	3.1%
Enrollment by Student Group			
Economically Disadvantaged	48.1%	47.7%	62.3%
Special Education	15.1%	17.3%	13.9%
Emergent Bilingual/EL	0.3%	0.9%	24.4%

Class Size Averages

Grade/Subject	Campus	District	State
Elementary			
Grade 6	18.6	18.6	19.2
Secondary			
English/Language Arts	17.1	14.7	16.3
Foreign Languages	21.8	14.6	18.8
Mathematics	17.7	14.8	17.5
Science	17.7	15.1	18.5
Social Studies	17.7	17.1	18.8

School Financial Information (2022-23)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	n/a	55.9%	62.5%
Instructional Staff Percent	n/a	64.4%	65.0%

Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	\$8,653	\$12,568	\$12,389
Instruction	\$5,980	\$6,533	\$6,849
Instructional Leadership	\$0	\$0	\$223
School Leadership	\$785	\$573	\$710

Texas Education Agency
2024 School Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2024	75%	82%	81%	79%	80%	82%	-	-	-	71%	76%
	2023	76%	84%	86%	100%	89%	85%	*	-	-	92%	83%
ELA/Reading	2024	76%	80%	83%	*	87%	84%	-	-	-	67%	77%
	2023	77%	82%	89%	*	85%	89%	*	-	-	87%	84%
Mathematics	2024	72%	81%	80%	*	76%	81%	-	-	-	80%	76%
	2023	75%	84%	86%	*	92%	84%	*	-	-	93%	83%
Science	2024	75%	85%	86%	*	86%	87%	-	-	-	67%	83%
	2023	77%	87%	88%	-	95%	86%	*	-	-	*	88%
Social Studies	2024	78%	84%	73%	*	64%	75%	-	-	-	67%	63%
	2023	78%	88%	77%	-	86%	73%	*	-	-	*	73%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2024	48%	56%	54%	57%	46%	54%	-	-	-	67%	45%
	2023	49%	56%	57%	83%	61%	55%	*	-	-	72%	52%
ELA/Reading	2024	54%	59%	62%	*	57%	62%	-	-	-	67%	53%
	2023	53%	59%	65%	*	69%	63%	*	-	-	80%	62%
Mathematics	2024	43%	53%	50%	*	41%	51%	-	-	-	67%	43%
	2023	45%	52%	53%	*	52%	51%	*	-	-	67%	46%
Science	2024	43%	53%	49%	*	29%	50%	-	-	-	67%	36%
	2023	47%	55%	55%	-	71%	51%	*	-	-	*	48%
Social Studies	2024	51%	63%	46%	*	43%	44%	-	-	-	67%	37%
	2023	52%	64%	48%	-	52%	46%	*	-	-	*	45%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2024	20%	20%	20%	14%	17%	20%	-	-	-	36%	15%
	2023	20%	22%	23%	17%	21%	22%	*	-	-	44%	15%
ELA/Reading	2024	22%	21%	29%	*	30%	28%	-	-	-	47%	22%
	2023	20%	22%	29%	*	27%	28%	*	-	-	53%	21%
Mathematics	2024	17%	18%	14%	*	11%	13%	-	-	-	20%	10%
	2023	19%	20%	16%	*	15%	16%	*	-	-	33%	9%
Science	2024	16%	17%	16%	*	7%	15%	-	-	-	50%	9%
	2023	18%	19%	18%	-	10%	20%	*	-	-	*	10%
Social Studies	2024	27%	31%	18%	*	7%	20%	-	-	-	33%	15%
	2023	27%	35%	26%	-	33%	23%	*	-	-	*	20%
School Progress - Annual Growth (All Grades Tested)												
Both Subjects	2024	64%	67%	63%	44%	59%	64%	-	-	-	62%	56%
	2023	64%	72%	69%	83%	66%	69%	*	-	-	84%	68%
ELA/Reading	2024	67%	67%	65%	*	64%	66%	-	-	-	63%	57%
	2023	63%	68%	67%	*	57%	67%	*	-	-	86%	64%
Mathematics	2024	60%	68%	60%	*	54%	62%	-	-	-	60%	55%
	2023	66%	77%	71%	*	75%	70%	*	-	-	82%	71%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.

School Information

Campus Type: **Elementary**

Total Students: **312**

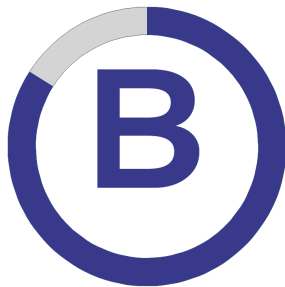
Grade Span: **03 - 05**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

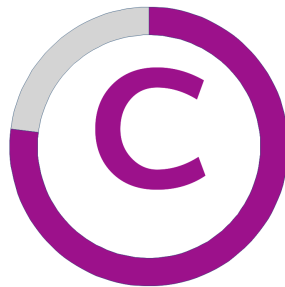
This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

Overall Rating



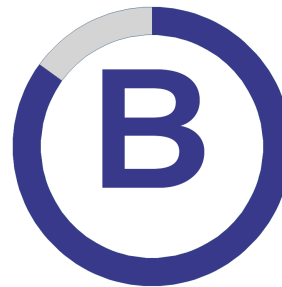
84 of 100

Student Achievement



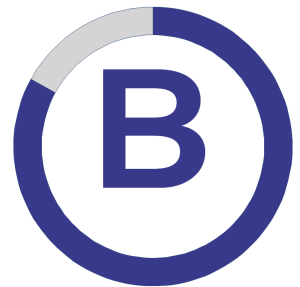
77 of 100

School Progress



85 of 100

Closing the Gaps



83 of 100

Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2022-23)	96.0%	95.4%	93.3%
Mobility Rate (2022-23)	10.1%	10.5%	16.1%
Enrollment by Race/Ethnicity			
African American	1.3%	0.9%	12.8%
Hispanic	15.4%	16.5%	53.2%
White	78.2%	78.3%	25.0%
American Indian	0.3%	0.2%	0.3%
Asian	0.0%	0.0%	5.4%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.8%	4.2%	3.1%
Enrollment by Student Group			
Economically Disadvantaged	49.4%	47.7%	62.3%
Special Education	21.8%	17.3%	13.9%
Emergent Bilingual/EL	1.0%	0.9%	24.4%

Class Size Averages

Grade/Subject	Campus	District	State
Elementary			
Grade 3	17.2	17.2	19.4
Grade 4	17.3	17.3	19.4
Grade 5	15.7	15.7	20.9

School Financial Information (2022-23)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	n/a	55.9%	62.5%
Instructional Staff Percent	n/a	64.4%	65.0%

Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	\$8,459	\$12,568	\$12,389
Instruction	\$6,005	\$6,533	\$6,849
Instructional Leadership	\$0	\$0	\$223
School Leadership	\$788	\$573	\$710

Texas Education Agency
2024 School Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2024	75%	82%	78%	100%	77%	78%	*	-	-	78%	67%
	2023	76%	84%	78%	40%	78%	78%	-	-	-	86%	75%
ELA/Reading	2024	76%	80%	79%	*	83%	78%	*	-	-	81%	71%
	2023	77%	82%	78%	*	81%	77%	-	-	-	87%	75%
Mathematics	2024	72%	81%	78%	*	78%	78%	*	-	-	87%	67%
	2023	75%	84%	77%	*	75%	77%	-	-	-	80%	74%
Science	2024	75%	85%	71%	*	60%	75%	-	-	-	40%	56%
	2023	77%	87%	80%	*	78%	81%	-	-	-	100%	78%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2024	48%	56%	50%	75%	46%	51%	*	-	-	44%	39%
	2023	49%	56%	46%	20%	44%	46%	-	-	-	49%	38%
ELA/Reading	2024	54%	59%	53%	*	46%	54%	*	-	-	56%	41%
	2023	53%	59%	50%	*	47%	51%	-	-	-	53%	43%
Mathematics	2024	43%	53%	51%	*	50%	51%	*	-	-	47%	41%
	2023	45%	52%	44%	*	43%	45%	-	-	-	40%	35%
Science	2024	43%	53%	38%	*	35%	41%	-	-	-	0%	23%
	2023	47%	55%	40%	*	39%	39%	-	-	-	60%	30%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2024	20%	20%	18%	13%	10%	20%	*	-	-	14%	11%
	2023	20%	22%	17%	20%	15%	18%	-	-	-	20%	13%
ELA/Reading	2024	22%	21%	20%	*	13%	22%	*	-	-	19%	11%
	2023	20%	22%	18%	*	19%	17%	-	-	-	33%	15%
Mathematics	2024	17%	18%	18%	*	9%	19%	*	-	-	13%	10%
	2023	19%	20%	17%	*	11%	19%	-	-	-	7%	10%
Science	2024	16%	17%	15%	*	5%	19%	-	-	-	0%	9%
	2023	18%	19%	15%	*	17%	14%	-	-	-	20%	12%
School Progress - Annual Growth (All Grades Tested)												
Both Subjects	2024	64%	67%	73%	83%	77%	72%	-	-	-	67%	62%
	2023	64%	72%	69%	*	66%	69%	-	-	-	72%	64%
ELA/Reading	2024	67%	67%	72%	*	73%	72%	-	-	-	73%	59%
	2023	63%	68%	63%	*	59%	62%	-	-	-	89%	55%
Mathematics	2024	60%	68%	73%	*	81%	72%	-	-	-	60%	64%
	2023	66%	77%	75%	*	73%	77%	-	-	-	56%	74%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.

School Information

Campus Type: **High School**

Total Students: **442**

Grade Span: **09 - 12**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: https://rptsrv1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

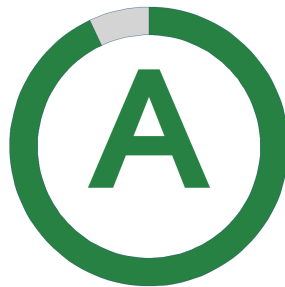
This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

Overall Rating



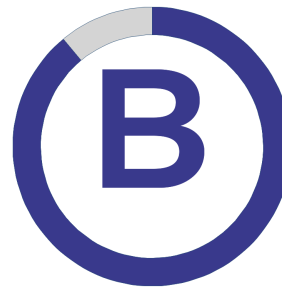
93 of 100

Student Achievement



93 of 100

School Progress



89 of 100

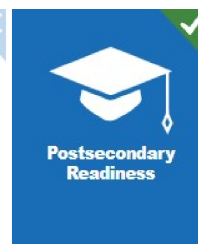
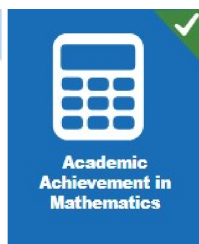
Closing the Gaps



93 of 100

Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2022-23)	94.3%	95.4%	93.3%
Mobility Rate (2022-23)	10.4%	10.5%	16.1%
Enrollment by Race/Ethnicity			
African American	0.7%	0.9%	12.8%
Hispanic	17.2%	16.5%	53.2%
White	78.7%	78.3%	25.0%
American Indian	0.2%	0.2%	0.3%
Asian	0.0%	0.0%	5.4%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	3.2%	4.2%	3.1%
Enrollment by Student Group			
Economically Disadvantaged	39.6%	47.7%	62.3%
Special Education	14.7%	17.3%	13.9%
Emergent Bilingual/EL	0.9%	0.9%	24.4%

Class Size Averages

Grade/Subject	Campus	District	State
Secondary			
English/Language Arts	13.4	14.7	16.3
Foreign Languages	10.7	14.6	18.8
Mathematics	13.7	14.8	17.5
Science	14.1	15.1	18.5
Social Studies	16.9	17.1	18.8

School Financial Information (2022-23)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	n/a	55.9%	62.5%
Instructional Staff Percent	n/a	64.4%	65.0%

Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	\$10,675	\$12,568	\$12,389
Instruction	\$7,071	\$6,533	\$6,849
Instructional Leadership	\$0	\$0	\$223
School Leadership	\$522	\$573	\$710

Texas Education Agency
2024 School Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2024	75%	82%	87%	*	90%	88%	*	-	-	69%	84%
	2023	76%	84%	87%	*	88%	88%	-	-	*	83%	82%
ELA/Reading	2024	76%	80%	78%	*	78%	79%	*	-	-	58%	76%
	2023	77%	82%	78%	-	77%	80%	-	-	*	73%	70%
Mathematics	2024	72%	81%	92%	*	100%	91%	*	-	-	100%	90%
	2023	75%	84%	92%	*	96%	91%	-	-	*	83%	88%
Science	2024	75%	85%	95%	-	95%	97%	-	-	-	60%	88%
	2023	77%	87%	93%	-	93%	94%	-	-	*	*	95%
Social Studies	2024	78%	84%	95%	-	100%	95%	-	-	-	*	95%
	2023	78%	88%	97%	*	95%	98%	-	-	-	*	94%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2024	48%	56%	67%	*	61%	69%	*	-	-	58%	60%
	2023	49%	56%	67%	*	65%	69%	-	-	*	54%	54%
ELA/Reading	2024	54%	59%	63%	*	56%	65%	*	-	-	58%	56%
	2023	53%	59%	62%	-	56%	64%	-	-	*	55%	51%
Mathematics	2024	43%	53%	64%	*	63%	64%	*	-	-	67%	59%
	2023	45%	52%	65%	*	67%	66%	-	-	*	50%	52%
Science	2024	43%	53%	68%	-	58%	70%	-	-	-	60%	58%
	2023	47%	55%	70%	-	79%	71%	-	-	*	*	59%
Social Studies	2024	51%	63%	79%	-	72%	82%	-	-	-	*	73%
	2023	52%	64%	79%	*	71%	80%	-	-	-	*	59%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2024	20%	20%	23%	*	22%	24%	*	-	-	15%	20%
	2023	20%	22%	27%	*	18%	29%	-	-	*	21%	20%
ELA/Reading	2024	22%	21%	14%	*	10%	16%	*	-	-	8%	8%
	2023	20%	22%	17%	-	14%	18%	-	-	*	18%	12%
Mathematics	2024	17%	18%	30%	*	37%	29%	*	-	-	33%	32%
	2023	19%	20%	36%	*	30%	37%	-	-	*	50%	32%
Science	2024	16%	17%	19%	-	16%	21%	-	-	-	0%	22%
	2023	18%	19%	23%	-	7%	27%	-	-	*	*	21%
Social Studies	2024	27%	31%	43%	-	39%	44%	-	-	-	*	35%
	2023	27%	35%	42%	*	19%	48%	-	-	-	*	29%
School Progress - Annual Growth (All Grades Tested)												
Both Subjects	2024	64%	67%	71%	-	66%	71%	*	-	-	73%	68%
	2023	64%	72%	81%	-	70%	83%	-	-	*	83%	77%
ELA/Reading	2024	67%	67%	65%	-	59%	66%	*	-	-	61%	60%
	2023	63%	68%	74%	-	61%	77%	-	-	*	75%	69%
Mathematics	2024	60%	68%	87%	-	82%	87%	*	-	-	*	86%
	2023	66%	77%	95%	-	88%	97%	-	-	-	*	94%

- Indicates there are no students in the group.

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n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2024 School Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2022 and 2023, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)												
School Year	2022-23	2.0%	0.4%	0.4%	*	0.0%	0.6%	-	-	*	0.0%	0.0%
	2021-22	2.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2023	Graduated	90.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%
	Graduates, TxCHSE, & Cont	93.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%
Class of 2022	Graduated	89.7%	98.8%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%
	Graduates, TxCHSE, & Cont	93.6%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2022	Graduated	91.8%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%
	Graduates, TxCHSE, & Cont	93.2%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%
Class of 2021	Graduated	92.2%	96.8%	96.8%	*	81.8%	98.8%	-	-	-	*	96.7%
	Graduates, TxCHSE, & Cont	93.7%	96.8%	96.8%	*	81.8%	98.8%	-	-	-	*	96.7%
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2021	Graduated	92.7%	96.8%	96.8%	*	81.8%	98.7%	-	-	-	*	96.7%
	Graduates, TxCHSE, & Cont	93.7%	96.8%	96.8%	*	81.8%	98.7%	-	-	-	*	96.7%
Class of 2020	Graduated	92.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%
	Graduates, TxCHSE, & Cont	93.8%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Graduation	Class of 2023	90.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%
	Class of 2022	89.7%	98.8%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%
RHSP/DAP Graduates (Longitudinal Rate)												
Graduation	Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-
	Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)												
Graduation	Class of 2023	88.6%	94.7%	94.7%	*	95.2%	95.5%	-	-	-	*	87.5%
	Class of 2022	88.0%	81.7%	81.7%	-	66.7%	82.7%	-	-	-	*	73.1%
College, Career, and Military Ready (Annual Graduates)												
Graduation	2022-23	76.3%	93.3%	93.3%	*	95.0%	93.7%	-	-	-	*	88.2%
	2021-22	70.0%	87.1%	87.1%	-	42.9%	92.1%	-	-	-	*	82.8%
SAT/ACT Results (Annual Graduates)												
Tested	2022-23	79.3%	65.2%	65.2%	*	75.0%	65.1%	-	-	-	*	52.9%
	2021-22	71.5%	60.0%	60.0%	-	42.9%	61.8%	-	-	-	*	48.3%
Average SAT Score	2022-23	978	*	*	*	*	*	-	-	-	-	*
	2021-22	1001	1120	1120	-	-	1120	-	-	-	-	-
Average ACT Score	2022-23	19.2	20.5	20.5	*	18.1	21.4	-	-	-	*	20.0
	2021-22	19.5	20.0	20.0	-	17.7	20.1	-	-	-	24.0	19.1

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.

School Information

Campus Type: **Elementary**

Total Students: **329**

Grade Span: **PK - 02**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

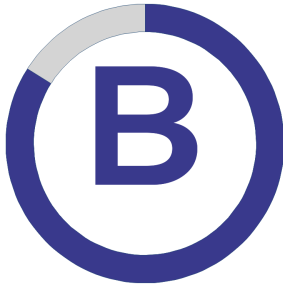
This campus is paired with CLYDE INT.

**Overall
Rating**

**Student
Achievement**

**School
Progress**

**Closing
the Gaps**



84 of 100

Not Rated Not Rated Not Rated

Texas Education Agency
2024 School Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2022-23)	95.8%	95.4%	93.3%
Mobility Rate (2022-23)	10.1%	10.5%	16.1%
Enrollment by Race/Ethnicity			
African American	0.3%	0.9%	12.8%
Hispanic	17.0%	16.5%	53.2%
White	78.4%	78.3%	25.0%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	0.0%	5.4%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.3%	4.2%	3.1%
Enrollment by Student Group			
Economically Disadvantaged	56.5%	47.7%	62.3%
Special Education	18.5%	17.3%	13.9%
Emergent Bilingual/EL	1.5%	0.9%	24.4%

Class Size Averages

Grade/Subject	Campus	District	State
Elementary			
Kindergarten	19.2	19.2	18.4
Grade 1	18.0	18.0	18.8
Grade 2	17.7	17.7	19.1

School Financial Information (2022-23)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	n/a	55.9%	62.5%
Instructional Staff Percent	n/a	64.4%	65.0%

Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	\$7,882	\$12,568	\$12,389
Instruction	\$5,861	\$6,533	\$6,849
Instructional Leadership	\$0	\$0	\$223
School Leadership	\$426	\$573	\$710



CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

526 Shalimar Drive • Clyde, Texas 79510 • 325-893-4222 • FAX: 325-893-4024 • www.clydeisd.org

Bryan W. Allen, Superintendent

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Committed to Success.

ENROLLMENT AND ATTENDANCE REPORT

○ **Clyde CISD Monthly Enrollment by Campus as of 12/31/25 (First Day Enrollment: 1405)—SAT1100**

	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
CLYDE CISD	1429	1417	1423	1420	1415					
CHS	456	448	445	445	443					
CJH	333	327	325	323	321					
CIS	319	314	320	319	318					
CES	321	328	333	333	333					

○ **Clyde CISD Enrollment by Grade Level as of 12/31/25—SAT2200**

EE	PK	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2	58	82	85	106	90	116	112	109	100	112	112	120	106	105

○ **Attendance Percentage by Campus (12/1/25 to 12/31/25)—SAT2300**

	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
CLYDE CISD	97.74	95.49	95.65	94.84	95.21					
CHS	97.28	93.76	94.55	94.31	94.44					
CJH	96.79	95.55	96.02	94.38	94.63					
CIS	99.01	97.04	96.65	95.88	96.22					
CES	98.14	96.42	95.82	95.00	95.90					
CES (K-2)	98.17	96.58	96.04	94.93	96.24					
CES (EE/PK Track 2)	97.84	95.06	94.85	95.49	93.58					
CES EE/PK Track 3)	98.17	95.12	88.64	96.67	90.59					
Refined ADA (Year) 1285	1362.25	1328.26	1322.80	1319.43	1316.90					

○ **Attendance Percentage by Grade Level (12/1/25 to 12/31/25)—SAT2300**

EE	PK	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
100	95.61	94.25	94.82	95.53	94.74	95.95	96.77	95.72	93.70	93.69	94.53	95.37	95.18	92.02

○ **ATTENDANCE TROPHY**

	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
CHS										
CJH										
CIS	★	★	★	★	★					
CES										

Clyde Elementary
(325) 893-4788
FAX (325) 893-5642
Josh Parker, Principal

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
Jamie Munoz, Principal

Clyde Junior High
(325) 893-5788
FAX (325) 893-2134
Patrick Odom, Principal

Clyde High School
(325) 893-2161
FAX (325) 893-2993
Casey Hodges, Principal



Clyde CISD

SCHOOL YEAR CALENDAR 2026-2027

BOARD APPROVED _____



August 2026						
S	M	T	W	TR	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	TR	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	TR	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	TR	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	TR	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	TR	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	TR	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	TR	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	TR	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	TR	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	TR	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
S	M	T	W	TR	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Calendar Keys	
NT	New Teacher Induction: 8/6, 8/7
ER	Early Release (1:00 PM) with Staff PD: 10/21, 11/11, 1/27
ER	Early Release (1:00 PM) without Staff PD: 12/18, 5/20
PD	Prof. Development (students off): 8/10-8/18, 9/28, 1/4, 2/12, 4/12, 5/7, 5/21
CD	Comp Days (students off): 11/23, 11/24
H	Staff/Student Holidays: 9/7, 10/12, 11/25-11/27, 12/21-1/1, 2/15, 3/8-3/12, 3/26, 3/29, 5/24, 6/21, 7/5

Six Weeks/Semester Dates	
First Day of School: August 19th	
1st Six Weeks	----- Aug 19 - Sept 25
2nd Six Weeks	----- Sept 29 - Oct 30
3rd Six Weeks	----- Nov 2 - Dec 18
4th Six Weeks	----- Jan 5 - Feb 11
5th Six Weeks	----- Feb 16 - Apr 9
6th Six Weeks	----- Apr 13 - May 20
Last Day of School/Graduation: May 20th	
School Hours:	
Elementary:	7:55 AM - 3:30 PM
Intermediate:	7:55 AM - 3:40 PM
Junior High:	7:55 AM - 3:45 PM
High School:	7:55 AM - 3:45 PM

Calendar Information	
Fall Semester: 80 Days	Total Instructional Days: 166
Spring Semester: 86 Days	
Minute Information	
Total Minutes: 74,780	Required Minutes:
Waiver Minutes: 2,100	75,600
Total Minutes: 76,880	
Extra Minutes: 1,280	
Teacher Prof. Development/Workdays:	
Prof. Dev/Workdays: 13	
Comp Days: 2	
Instructional Days: 166	
Contract Days: 179	

This calendar is subject to change based on operational contingencies.

**RESOLUTION OF THE
CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

WHEREAS, Senate Bill 11, passed by the 89th Texas Legislature, requires each school board to take a record vote by March 1, 2026, on whether to adopt a policy requiring each campus to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day; and

WHEREAS, Section 25.0823(a-1) of the Texas Education Code prescribes a model resolution that must be adopted by record vote before the District may implement such a policy; and

WHEREAS, the Board of Trustees is required to hold a vote on the approval of this resolution to comply with Senate Bill 11; and

WHEREAS, if this resolution is approved by a majority vote, a policy shall be adopted requiring every campus of CLYDE CISD to provide the prayer and reading time described above; and

WHEREAS, if this resolution is not approved by a majority vote, no such policy will be adopted and campuses will not be required to offer a period of prayer and reading as described above; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:

The Clyde Consolidated Independent School District shall adopt a policy requiring every campus of Clyde CISD to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Clyde Consolidated Independent School District during a lawfully called meeting on _____, 2025. A quorum of the Board being then present, a motion was made to accept the resolution and seconded, and the following vote occurred, resulting in the [adoption / rejection] of this resolution:

Ayes: _____
Noes: _____

Abstentions _____

Board President

Board Secretary

BOARD MEETING MINUTES

A Regular Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, November 17, 2025 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black: Present
Robert Frost: Present
Jay Louder: Present
Bethany Powell: Present
Rufus Quintanilla: Present
Cody Walton: Absent
Greg Welch: Present

Present: 6, Absent: 1.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

President Robert Frost called the meeting to order at 6:01 PM with a quorum of board members present. Superintendent Bryan Allen was also present. Other Clyde CISD personnel in attendance included Dr. Paula Kinslow, Rhonda Neal, Kasey Adkins, Josh Parker, Patrick Odom, Jamie Munoz, Erin Davis, Mike Neal, and Communities in Schools Representatives.

2. INVOCATION

School Board Member, Jay Louder gave the invocation.

3. PLEDGES OF ALLEGIANCE

Robert Frost led the pledges of allegiance.

4. SPECIAL RECOGNITIONS AND PRESENTATIONS

Principals, Josh Parker, Jamie Munoz, John Odom, and Casey Hodges introduced their campus Employees of the Month. Those recognized included:

CES: Chaney Allred, Jennifer Mattson

CIS: Kimberly Harris, Alexa Cortez

CJH: Samantha Upshaw, Dean Edwards

CHS: Judy Gallagher, Misty Kingston

5. RECOGNITION OF VISITORS/PUBLIC COMMENT

No one signed up to speak during public comment.

6. PUBLIC HEARING: Financial Integrity Rating System of Texas (F.I.R.S.T.) Report

CFO Rhonda Neal presented the Financial Integrity Rating System of Texas Report.

7. ADMINISTRATIVE REPORTS

7.1. Campus and Departmental Reports

Patrick Odom presented the Clyde Junior High campus report. Casey Hodges presented the Clyde High School campus report. Jamie Munoz presented the Clyde Intermediate School campus report. Joshua Parker presented the Clyde Elementary School campus report. Communities in Schools representatives Taylor Hall and Don Strol reported for Clyde Intermediate and Clyde Elementary.

7.2. Monthly Financial and Investment Reports

Chief Financial Officer Rhonda Neal presented the monthly financial and investment reports.

7.3. Curriculum and Special Programs Report

Dr. Paula Kinslow presented the monthly curriculum and special programs reports. Scott Riggins from Workforce Solutions presented information about the Youth Success Program at Clyde CISD.

7.3.1. Adult Education Satellite Campus

7.3.2. Clyde Driver's Education Class

7.3.3. Workforce/RootEd Fall Report

7.3.4. Texas Instructional Materials Committees 2025-2026

7.3.5. First Reading Campus Improvement Plan 2025-2026

7.4. Superintendent Report

Bryan Allen presented the superintendent's report, which included the enrollment and attendance report and information regarding the omission of a regular meeting in December.

7.4.1. Enrollment and Attendance Report

7.4.2. Next Regular Scheduled Meeting: Thursday, January 22, 2026, at 6:15pm

8. DISCUSSION ITEMS

8.1. Discussion of SB 11 Requirements--Prayer Time During the School Day

Superintendent Bryan Allen presented information about prayer time during the school day. This item is scheduled for a vote at meeting in the Spring.

8.2. Discussion of SB 546 Requirements--Seat Belts on All Buses

The Board discussed the new requirements for seat belts on buses. Transportation Director Cody Hodges answered questions from the Board about the new requirements and how it pertains to our current and future fleet.

8.3. Discussion of Clyde CISD Employee Health Insurance and Benefits Program

The Board discussed the current insurance and benefits program, as well as the future considerations and the potential impact on Clyde CISD.

8.4. Discussion of Superintendent Appraisal Process/Timeline

Bryan Allen presented information to the Board regarding the Superintendent Evaluation Timeline.

8.5. Discussion of shifting the annual election of board of trustees/members from the uniform May election date to the November general election date.

Rhonda Neal presented information and answered questions pertaining to shifting the annual election of the Clyde CISD Board of Trustees from May to November.

9. ACTION ITEMS

9.1. Consideration and Possible Action on Consent Agenda

A motion to approve the consent agenda, as presented. This motion, made by Greg Welch and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

9.1.1. Approve Minutes of the Previous Meeting(s)

9.1.2. Approve Monthly Financial and Investment Reports

9.1.3. Approve the West Texas Foodservice Cooperative Interlocal Agreement for 2026-2027

9.2. Consideration and Possible Action to Approve TASB Policy Services Update 126--SECOND READING

TASB Policy Update includes additions/deletions/revisions to the following Clyde CISD Board Policies:

- BE(LOCAL): BOARD MEETINGS
- BED(LOCAL): BOARD MEETINGS - PUBLIC PARTICIPATION
- CJ(LOCAL): CONTRACTED SERVICES
- CJA(LOCAL): CONTRACTED SERVICES - BACKGROUND CHECKS AND REQUIRED REPORTING
- CLE(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - REQUIRED DISPLAYS
- CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
- CQD(LOCAL): TECHNOLOGY RESOURCES - ARTIFICIAL INTELLIGENCE
- CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY
- CV(LOCAL): FACILITIES CONSTRUCTION
- DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST
- DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES
- DFBB(LOCAL): TERM CONTRACTS - NONRENEWAL
- DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
- DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
- EEP(LOCAL): INSTRUCTIONAL ARRANGEMENTS - LESSON PLANS
- EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
- EHBAF(LOCAL): SPECIAL EDUCATION - VIDEO/AUDIO MONITORING
- EIA(LOCAL): ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS

- FA(LOCAL): PARENT RIGHTS AND RESPONSIBILITIES
- FEF(LOCAL): ATTENDANCE - RELEASED TIME
- FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT
- FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION
- FFF(LOCAL): STUDENT WELFARE - STUDENT SAFETY
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- FO(LOCAL): STUDENT DISCIPLINE
- GF(LOCAL): PUBLIC COMPLAINTS
- GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

A motion to add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 126. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

9.3. Consideration and Possible Action to Approve the Purchase of a New Travel Bus
A motion to approve the purchase of a 2027 Blue Bird travel bus in the amount of \$163,572. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

9.4. Consideration and Possible Action to Approve the Purchase of a crew cab pickup truck to be utilized by the district's Agricultural Science and Band departments.

A motion to approve the purchase of a 2025 Dodge Ram 2500 Tradesman crew cab pickup, as presented. This motion, made by Jerry Don Black and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

9.5. Consideration and Possible Action to Approve a Budget Amendment to Reallocate Approved Funds to Another Function

A motion to approve Budget Amendment #26-01 in the amount of \$43,000 from Function 33 to Function 11. This motion, made by Bethany Powell and seconded by Jay Louder, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

9.6. Consideration and Possible Approval of Fall 2025 Library Reading Materials

A motion to approve the purchase of library reading materials, as presented. This motion, made by Rufus Quintanilla and seconded by Jerry Don Black, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

9.7. Consideration and Possible Action on Casting Votes for the Jones County CAD Board of Directors Election.

A motion to approve a resolution casting 79 votes to Dale Spurgin for the Jones County Appraisal District Board of Directors. This motion, made by Greg Welch and seconded by Jay Louder, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

9.8. Consideration and Possible Action on Casting Votes for the Shackelford County CAD Board of Directors Election.

A motion to approve a resolution casting 839 votes to Russell Chapman for the Shackelford County Appraisal District Board of Directors. This motion, made by Jerry Don Black and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

9.9. Consideration and Possible Action on Casting Votes for the Taylor County CAD Board of Directors Election.

A motion to approve a resolution casting 6 votes to Downing Bolls, Jr. for the Taylor County Central Appraisal District Board of Directors. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

9.10. Consideration and Possible Action on Casting Votes for the Callahan CAD Board of Directors Election.

A motion to approve a resolution casting 755 votes to Greg Welch for the Callahan County Appraisal District Board of Directors. This motion, made by Jay Louder and seconded by Jerry Don Black, Passed.

Cody Walton: Absent, Greg Welch: Abstain (With Conflict), Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea

Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

10. CLOSED SESSION

The Board went into Closed Session at 8:28 pm pursuant to Texas Government Code 551.074, to discuss personnel, the Clyde CISD Safety and Security Program and consult with legal counsel.

10.1. Discuss Personnel Matters (Texas Govt Code 551.074)

10.2. Discuss School Safety and Security Measures (Texas Govt Code 551.076)

10.3. Consult with Legal Counsel (Texas Govt Code 551.071)

11. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
The Board returned to Open Session at 9:20 PM.

11.1. Consideration and Possible Action to Approve Professional Employment
A motion to accept the superintendent's recommendation to employ professional staff, as presented. This motion, made by Rufus Quintanilla and seconded by Bethany Powell, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

11.2. Consideration and Possible Action to Approve Updates to the Clyde CISD Safety and Security Program, as Discussed in Closed Session
No action took place.

12. **BOARD REQUESTS**

13. **ADJOURNMENT**

A motion to adjourn the meeting. This motion, made by Jay Louder and seconded by Jerry Don Black, Passed.

Cody Walton: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Absent: 1

The meeting was adjourned at 9:23 pm.

Presiding Officer

Board Secretary

BOARD MEETING MINUTES

A Special Called Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Wednesday, December 17, 2025 at 7:15 AM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black: Present
Robert Frost: Present
Jay Louder: Present
Bethany Powell: Present
Rufus Quintanilla: Present
Cody Walton: Present
Greg Welch: Present
Present: 7.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

Board President Robert Frost called the meeting to order at 7:15AM with a quorum present. Superintendent Bryan Allen was also present. Other Clyde CISD employees in attendance were: Rhonda Neal, Chief Financial Officer.

2. RECOGNITION OF VISITORS/PUBLIC COMMENT

No one from the public signed up to speak during the public comment portion of the meeting.

3. ACTION ITEMS

3.1. Discuss and Consider Possible Action to Approve a Resolution of the Board to Change the Date of School Trustee Elections and to Adjust the Trustee Terms
A motion to approve a resolution of the Board to change the date of school trustee elections and to approve the trustee terms, as presented. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea,
Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

3.2. Discussion and Possible Action to Approve Participation in TRS-ActiveCare Health Insurance
No action was taken on this item.

4. ADJOURNMENT

A motion to adjourn the meeting. This motion, made by Rufus Quintanilla and seconded by Greg Welch, Passed.

Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

The meeting was adjourned at 7:34 AM.

Presiding Officer

Board Secretary

BOARD MEETING MINUTES

A Special Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Thursday, January 8, 2026 at 7:15 AM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black: Present
Robert Frost: Present
Jay Louder: Present
Bethany Powell: Present
Rufus Quintanilla: Present
Cody Walton: Present
Greg Welch: Present
Present: 7.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

President Robert Frost called the meeting to order at 7:15am with a quorum present. Superintendent Bryan Allen was also present. Clyde CISD Chief Financial Officer Rhonda Neal was also in attendance.

2. RECOGNITION OF VISITORS/PUBLIC COMMENT

No one signed up to speak in the Public Comment portion of the meeting.

3. ACTION ITEMS

3.1. Consideration and Possible Action to Approve a Change Order to the Turf and Track Project at Bulldog Stadium

A motion to approve change order #01-26 to the track and turf project, as discussed and presented. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea

Yea: 7, Nay: 0

A motion to approve change order #01-26 to the track and turf project in the amount of \$85,250.

4. CLOSED SESSION

The Board went into a closed meeting pursuant to Texas Government Code 551.074 at 7:26am.

4.1. Discuss Personnel Matters (Texas Govt Code 551.074)

5. OPEN SESSION: Act Upon Items as Discussed in Closed Session (as needed)

The Board returned to open session at 7:46am.

5.1. Consideration and Possible Action to Approve Professional Employment

A motion to accept the superintendent's recommendation to employ professional staff, as presented. This motion, made by Cody Walton and seconded by Jay Louder, Passed.

Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

6. ADJOURNMENT

A motion to adjourn the meeting. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

The meeting was adjourned at 7:48am.

Presiding Officer

Board Secretary

BOARD MEETING MINUTES

A Special Meeting/Board Training of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, January 12, 2026 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black: Present
Robert Frost: Present
Jay Louder: Absent
Bethany Powell: Present
Rufus Quintanilla: Present
Cody Walton: Present
Greg Welch: Present

Present: 6, Absent: 1.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

President Robert Frost called the meeting to order at 6:00pm with a quorum present. Superintendent Bryan Allen was also in attendance.

2. RECOGNITION OF VISITORS/PUBLIC COMMENT

No one signed up to speak in the public comment session.

3. TEAM OF 8 BOARD TRAINING PRESENTED BY MOAK CASEY, LLC

Dr. Greg Gibson with Moak Casey, LLC presented board training on Strategic Thought, Design, and Continuous Improvement Planning.

3.1. Team Trust Survey Tool

3.2. Evaluating and Improving Student Outcomes (EISO Training)

3.3. Strategic Thought, Design, and Continuous Improvement Planning Session

4. CLOSED SESSION

A closed session did not take place.

4.1. Debrief Team Trust Survey (Texas Govt Code 551.074)

5. ADJOURNMENT

A motion to adjourn the meeting. This motion, made by Jerry Don Black and seconded by Cody Walton, Passed.

Jay Louder: Absent, Jerry Don Black: Yea, Robert Frost: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea

Yea: 6, Nay: 0, Absent: 1

The meeting was adjourned at 7:42pm.

Presiding Officer

Board Secretary

2025-2026 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Intermediate School conducted a comprehensive needs assessment for the 2025-26 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Intermediate School include 26 teachers, 9 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 77% White, African American 0.01%, Hispanic 18%, Asian 0.03%, Hawaiian 0%, Native American 0.03%, and Multiracial 3%. Additionally, the campus serves 44% economically disadvantaged students, 22% special education students, and 2 students coded as homeless.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

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

The largest special population group is Low Socio-Economic. Our special education student population continues to increase.

Areas of need include:

Continued improvement in attendance, campus daily goal is 97%.

Student Achievement

The following data was reviewed in relation to Student achievement: STAAR (Spring 2025), MAPS/Unit Assessment data(2025-26 school year) MAPS/BOY/Unit Assessments from fall of 2025.

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

Areas of need include:

- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 RLA assessment will grow from 43% to 53% by May 2026.
- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 MATH assessment will grow from 27% to 40% by May 2026.

Goals for the 2025-2026 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade—53, 4th grade—58, 5th grade—68
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity, IXL, Legends of Learning, PAPER-Math Missions
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Wheeler) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - each six weeks
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

English Language Arts Reading

- Improve Domain One Average on STAAR Reading assessment-3rd grade—55, 4th grade—68, 5th grade—63
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity IXL, Reading Plus, EPIC, FEV, PAPER
- RTI - Reading (Paige Hageman) - during WIN/Music/Computer time
- Continued support with Accelerated Reader-incentives and rewards
- ELAR PLC Meetings - each six weeks
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- **Reading WIG-85% of students will grow 6 out of 8 times on Reading unit tests by May 1, 2026.**
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

Science

- Improve Domain One Average on STAAR Science assessment-5th grade—53
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Legends of Learning
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Science PLC Meetings - each six weeks
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Social Studies

- Improve Meets for each unit assessment.

- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Campus Improvement meetings, Site Base Decision Making Committee, Positive Behavior Support Meeting/Planning and our Lighthouse committee and Jr Lighthouse Committee

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

Our students, staff and parents feel welcomed and safe within our school building. Our students are coming to school with more emotional and behavioral issues. Our staff will work together using Leader In Me and our Communities in Schools resources to address and help the students grow emotionally as well as academically. Our teachers took strong steps to make positive connections with the students and their parents - we will continue and grow the steps and connections. Our PTO organization continued growing the connections between school and parents. Setting goals and creating a plan to reach our goals will be a continued focus of our entire campus.

Areas of need include:

Continue to increase the number of volunteers and parent representatives in PTO. Continue to increase the positive connections between our staff and the parents and students. Continue with Leadership Night, Days, Parent Nights, Book Tasting night, Lighthouse families, Meet you at the track, and Student Led Conferences. Assign Accountability Partners and build time within the schedule to meet with Accountability Partners (Paw Pals) at least once each month. Continued training and implementation with Leader In Me - focused on goals and tracking our goals in our Leadership Notebooks and our WIG board. Apply for LIM Lighthouse recertification in Spring 2026.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters

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

We hired 0 new classroom teachers and 1 new special ed teacher for the 2025-26 school year. All teachers were highly qualified for the 2025-26 school year. We also hired 4 new instructional aides for the 2025-26 school year.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available. Providing and mentor teacher or staff member for any new employees.

Family and Community Involvement

The following data was reviewed in relation to Family and Community

Involvement: PTO, Title I Parent Surveys, MRA (LIM survey)

Upon review of this data(MRA Survey), several findings were noted. These findings include:

79 percent of the parents are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home.

Areas of need include:

Provide more opportunities to involve our families in school activities during and after school hours and at varying times of the school year.

Clyde Intermediate School Campus Improvement Plan

District Priority:					
GOAL 1:	Clyde Intermediate will hire Highly Qualified teachers which will promote and create an engaging learning environment for student success.				
Strategy 1: Hire Highly Qualified staff	Action Step(s): Implement the district interview questions and complete reference checks to identify top candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis	2025-2026	Time, administration, staff	TTESS	
Strategy 2: Retain Highly Qualified staff	Action Step(s): Create an environment of support for all staff. Each new staff member was given a mentor staff member this school year.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis	2025-2026	Time, administration, campus funds, monthly team building	Staff retention rates	
Strategy 3: Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): Provide time (PLC(weekly), Faculty Meeting, Department PLC(monthly), Planning days, Data Walks) for content teachers to collaborate, review data assessments and plan, provide UNIT plan feedback for teachers(TIL)				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, Region 14, TEPSA, PLC Training	Unit Assessments, STAAR results, MAPS, other learning opportunities based on staff survey–	

				evaluation of PD by teachers and staff.	
Strategy 4: Provide staff with the needed resources and materials to deliver quality instruction to all students.	Action Step(s): Follow procedure for purchasing instructional materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin Davis, Jennifer Wilson, Ashley Hancock	2025-2026	Time, Budgets, Instructional resources	Budget reports	
Strategy 5: All teachers will use the TEKS Resource System as their guide for curriculum and instruction.	Action Step(s): We will use the TCMPC- Scope and Sequence, Year at a Glance, Instructional Focus Documents, Implementing TCMPC				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin Davis, Paula Kinslow	2025-2026	Time, Budget	Unit Assessments, Benchmarks, Observations	

Goal 2:	Clyde Intermediate will provide training and incorporate strategies to enhance the learning process and engagement of all students.				
Strategy 1: Admin (Munoz/Davis/Wilson) Data Meeting - monthly Analyze and track campus assessment data.	Action Step(s): Dive into data - focusing/charting the individual student's data, breaking tested TEKS into quintile breakdown. Use the data to plan upcoming Data Walks and data focused conversations, walk through schedules, and look for resources.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark	

Strategy 2: Data Walks with individual or department/grade level teachers within a few days of giving their Unit Assessments.	Action Step(s): After each unit assessment, Mrs. Munoz, Mrs. Wilson, Ms. Davis and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment(including student performance and growth in math). Data analysis will include tracking of targeted student groups for Domain 3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS	
Strategy 3: Intervention Time - WIN	Action Step(s): Implement intervention time for students identified using STAAR, MAPS, unit assessment data and benchmark. Utilizing Edgenuity/MyPATH/IXL within the homeroom classroom. Tuesday/Thursday WIN times will be focused directly on MyPath/IXL				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2025-2026	Time, instructional staff, Edgenuity–MyPATH, IXL	State assessment data, unit assessment data	
Strategy 4: Intervention Time - during the school day - Stations - within core classes-small group time - FOCUS Friday (after the 3rd Six Weeks) - WIN TIME-1 hr Tue & Thurs	Action Step(s): Classroom teachers use stations each six weeks to provide differentiated instruction and meet the needs for small group instruction, repeated practice and reteach opportunities for students. Implement a scheduled intervention time within the master schedule for students (WIN TIMES). FOCUS Friday - pull any students that have failed two or more six weeks to complete work and receive extra one on one time each Friday until they are passing consistently.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2025-2026	Time, instructional staff, campus funds, IXL, MyPath	State assessment data, unit assessment data	

Strategy 5: Character Building - WIN Time	Action Step(s): 2nd WIN - Mondays - Character building lessons focused around Leader In Me, Accountability Partners, Students Goal Setting, and Lead Measure Tracking, WIG, Student Data Binders, Book of the Month.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team/Jr Lighthouse Team	2025-2026	Time, Leader In Me, staff	attendance, school culture, leadership, discipline reports, student academic and emotional growth	
Strategy 6: Inclusion support for SPED students	Action Step(s): Provide professional development and support for instructional aides, SPED, teachers and general education teachers regarding inclusion.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger, Kristina Hadaway, Alexa Cortez	2025-2026	Time, instructional staff, campus/district funds, Title I	State assessment data, unit assessment data	
Strategy 7: Response to Intervention • Reading - Paige Hageman • Math - Melanie Wheeler	Action Step(s): Continue the RTI Program for Math and Reading				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis Jennifer Wilson Paige Hageman Melanie Wheeler	2025-2026	Time, instructional staff, Edgenuity, Bridges, Title I, LLI,IXL Math, Bluebonnet Foundations RLA	State assessment data, unit assessment data, Progress monitoring	
Strategy 8: Observation/Feedback cycle-TIL	Action Step(s): Provide TIL rollout training for lesson alignment for the teachers as they create high quality lesson plans and schedule/conduct walkthroughs for teachers providing feedback on lesson alignment.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	<table><tr><td>Jamie Munoz Erin Davis</td><td>2025-2026</td><td>Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff</td><td>classroom observations, coaching sessions scheduled</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Jamie Munoz Erin Davis	2025-2026	Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff	classroom observations, coaching sessions scheduled						
Jamie Munoz Erin Davis	2025-2026	Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff	classroom observations, coaching sessions scheduled								
Strategy 9: Leader In Me - Continuous training and implementation of Goal setting with students and faculty. Goal setting, action plans, WIGS, Digital Data Portfolios, Student Led Conferences	Action Step(s): Continuous training and implementation of 7 Habits.										
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team</td><td>2025-2026</td><td>Time,instructional staff, /Leader In Me, campus and district funds</td><td>Classroom observations, surveys, data from goals</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team	2025-2026	Time,instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team	2025-2026	Time,instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals								
Strategy 10: Professional Learning Communities - PLC - Grade Level - Department	Action Step(s): Grade Level PLCs will meet every other Wednesday with Principal, AP, and Counselor and Technology - professional development based on the needs of the students. Department PLCs will meet each six weeks with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD										
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Wilson Erin Davis</td><td>2025-2026</td><td>Time, instructional staff,pulled resources, PLC Training</td><td>Classroom observations, teacher surveys</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff,pulled resources, PLC Training	Classroom observations, teacher surveys	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff,pulled resources, PLC Training	Classroom observations, teacher surveys								
Strategy 11: Administration will set up procedures in place to address excessive absences and tardies.	Action Step(s): Weekly letters sent out via parent square, parent phone calls, and Truancy meeting scheduled when needed										
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Erin Davis</td><td>2025-2026</td><td>Time, Resource Officer, continuous mailouts.</td><td>Attendance Log - contacts, letters, parent meetings,</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Erin Davis	2025-2026	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters, parent meetings,	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Erin Davis	2025-2026	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters, parent meetings,								
Strategy 12: Use of TCMPC System in all	Action Step(s): Core teachers following TCMPC, focusing on the IFD and the unit assessments. All core teachers completed a “data day” in July/August led by Region 14 consultant/admin.										

core areas	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis Jennifer Wilson	2025-2026	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments	
Strategy 13: Continue with LEAD - positive behavior program - using Dojo. Implement 7 Habits into the positive behavior program.	Action Step(s): Provide structure and incentives for students who exhibit outstanding behavior. Continue to monitor using the Dojo system. LEAD party held each six weeks for the students with positive points.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, Junior Lighthouse Team	Class Dojo system, number of students attending the LEAD parties, number of student referrals	
Strategy 14: Update and implement updated EOP (Emergency Operations Plan)	Action Step(s): Update and training on EOP for the school year. Conduct regular drills and reflections.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, SROP, alternate location for evacuation	Drill schedule and logs Survey after each drill	
Strategy 15: Behavioral Threat Assessment Team	Action Step(s): Conduct threat assessment meetings based on student needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger Stephen Faulkenbery	2025-2026	Time, staff, Behavior Threat Assessment Training, Sentinel	Completion of Behavior Threat Assessment Training, Meetings, and putting Threat	

				Assessment in practice when needed.	

Goal 3:	Clyde Intermediate will provide instruction that challenges, equips, and promotes students to be successful in the technological future.				
Strategy 1: Continue daily use of chromebooks for each student.	Action Step(s): Providing chromebooks for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Stacy Hansen Mike Neal	2025-2026	Time, Instructional staff,district and campus funds	lab time for students, Edgenuity, FEV, Myon, MyPath, IXL, Keyboarding without Tears	
Strategy 2: Continued use of IXL, AR Reading, Edgenuity, Edpuzzle, Quizizz, and Classwork	Action Step(s): Provide training and support for staff, implement the use of support programs for students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Core teachers, SPED teachers, Lab Instructional Aides	2025-2026	Time, Instructional staff, computer labs, Edgenuity, Reading Plus, IXL, Renaissance Learning, Legends of Learning,MYPATH	Data/reports available through the programs	
Strategy 3: Professional development focusing on technology Added technology training sessions into PLC Meetings	Action Step(s): Encourage and support staff to complete ongoing staff development.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis Saicy Lytle	2025-2026	Time, instructional staff, district and Region 14	Completion of professional development,	

			professional development	classroom observations	
Strategy 4: Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, Math Mania and AR Readers, PE Question, Math question, Lighthouse Families	Action Step(s): 5th grade students present Bulldog News live via Canva.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Bulldog News Student leaders	2025-2026	Time, Canva	completion of Bulldog News.	

Goal 4:	Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership				
Strategy 1: Staff will utilize proper forms when purchasing any items - following our district procedures.	Action Step(s) All staff will fill out pre-requisite forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Ashley Hancock	2025-2026	Training, Time, Eduphoria	Budget Reports	
Strategy 2: Monthly Activity Reports will be shared showing account balances.	Action Step(s): Activity accounts will be balanced monthly and reports shared				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Ashley Hancock	2025-2026	Time	Monthly Reports	

Goal 5:	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.				
Strategy 1: Communicate with parents and community	Action Step(s): Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders, Dojo, ParentSquare-Twitter, Facebook, Instagram Each week we are committed to sharing at least 2 student celebrations through ParentSquare and social media.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz	2025-2026	Time, instructional	Attendance to	

	<table><tr><td>Jennifer Wilson Erin Davis Grade Level Teachers</td><td></td><td>staff</td><td>events</td><td></td></tr></table>	Jennifer Wilson Erin Davis Grade Level Teachers		staff	events						
Jennifer Wilson Erin Davis Grade Level Teachers		staff	events								
Strategy 2: Meet the Teacher/Bulldog Academy	Action Step(s): Participate in Meet the Teacher Night prior to the first day of school. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Wilson Erin Davis</td><td>2025-2026</td><td>Time, all staff</td><td>Attendance at Meet the Teacher</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, all staff	Attendance at Meet the Teacher	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, all staff	Attendance at Meet the Teacher								
Strategy 3: Family Leadership Night/ Student Led Conferences and Leadership Day	Action Step(s): Host Family Leadership Night - led by the students focused on Leader In Me and curriculum activities. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Wilson Erin Davis</td><td>2025-2026</td><td>Time, instructional staff, campus funds</td><td>Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2025 and Spring 2026)</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2025 and Spring 2026)	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2025 and Spring 2026)								
Strategy 4: Offer volunteer opportunities and create events to invite the parents and families to our campus	Action Step(s): Offer volunteer opportunities for parents and community members - Watch DOGS, PTO, field trips, reading time with students, math fact time with students, book fairs, etc. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell</td><td>2025-2026</td><td>Time, instructional staff, campus funds</td><td>Attendance to events, parent surveys</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell	2025-2026	Time, instructional staff, campus funds	Attendance to events, parent surveys	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell	2025-2026	Time, instructional staff, campus funds	Attendance to events, parent surveys								
Strategy 5: PALS/CHS Child Guidance Students/CHS Instructional Practices	Action Step(s): Continue working with the PALS students and other student groups from CHS <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							

	<table><tr><td>Jamie Munoz Jennifer Wilson Alyssa Wilke Courtney Freeman</td><td>2025-2026</td><td>Time, campus funds, CHS students, staff</td><td>Surveys, teacher feedback, student feedback</td><td></td></tr></table>	Jamie Munoz Jennifer Wilson Alyssa Wilke Courtney Freeman	2025-2026	Time, campus funds, CHS students, staff	Surveys, teacher feedback, student feedback						
Jamie Munoz Jennifer Wilson Alyssa Wilke Courtney Freeman	2025-2026	Time, campus funds, CHS students, staff	Surveys, teacher feedback, student feedback								
Strategy 6: Parent Connection Month - October	Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom. Offer Parent Conference to all parents (face to face or by phone). <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz Jennifer Wilson Erin Davis</td><td>2025-2026</td><td>Time, instructional staff</td><td>Grade level parent contact google docs</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff	Grade level parent contact google docs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff	Grade level parent contact google docs								
Strategy 7: Leadership Celebrations - Student celebrations each six weeks	Action Step(s): Host the Leadership Celebrations at the end of each six weeks celebrating students’ success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE All-Star Awards, IXL, MyPath. Students lead the awards ceremonies. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jamie Munoz</td><td>2025-2026</td><td>Time, campus funds</td><td>Attendance</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz	2025-2026	Time, campus funds	Attendance	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz	2025-2026	Time, campus funds	Attendance								
Strategy 8: Guidance classes - Classroom guidance classes - Growing Leaders 4-H - Lunch Bunch	Action Step(s): Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Jennifer Wilson</td><td>2025-2026</td><td>Time</td><td>Student growth</td><td></td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson	2025-2026	Time	Student growth	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jennifer Wilson	2025-2026	Time	Student growth								

Strategy 9: *** Shout Out!	Action Step(s): . Each week the teachers get 3-5 Shout Outs to brag on student success. Those students are called to the front office to make a positive phone call to their parents. Shout Outs are shared onParentSquare, Shout Outs are posted on the Clyde CISD Facebook page.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Taylor Hall	2025-2026	Time	Shout Out, Pictures posted on social media, positive calls home	
Strategy 10: Leader In Me - continuous training and implementation of Leader In Me • WIG • Leadership Night • Leadership Day • Student Led Conferences • Student Led Jobs • Data Binders • Parent Night	Action Step(s): WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2025-2026	Time	Observations	
Strategy 11: Leader In Me - Junior Lighthouse	Action Step(s): Student leaders from each grade are working together with Mrs. Wilson as the Junior Lighthouse.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jennifer Wilson Jamie Munoz	2025-2026	Time	Student survey, activities	
Strategy 12: GT Showcase Night	Action Step(s): GT students will be able to showcase their work for students, parents, and community.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Sue James	2025-2026	Time	Attendance of Showcase Night	

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CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

☒	Clyde Intermediate School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
☒	Completed a needs assessment which serves as the basis for the CIP.
☒	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
☒	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
☒	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
☒	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
☐	Included strategies for dropout prevention and reduction. (middle school and high school)
☒	Included strategies for improving student attendance.
☐	Included strategies for improving the campus's completion rate. (high school)
☒	Provided for a program to encourage parental and community involvement at the campus.
☒	Included goals and methods for violence prevention and intervention on campus.
☐	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
☒	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

☒ [X]	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
☒ [X]	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
☒ [X]	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
☐ []	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
☒ [X]	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teachers in services to students with disabilities.
☒ [X]	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jamie Munoz	Principal - Chairperson
Erin Davis	Assistant Principal
Jennifer Wilson	Counselor
Jessica Leach	Teacher
Paige Hageman	Teacher
Jennifer Hanson	Teacher
Jodi Graven	Teacher
Meagan Packwood	Parent
Amy Neuman	Business/Community Member

CPOC Meetings for 2025-26		
DATE	TIME	LOCATION
September 15, 2025	4:00	Conference Room
January 5, 2025	TBD	Conference Room
March 24, 2025	TBD	Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
☐ 1) STAAR -Improve Domain One Average on STAAR assessment 3rd grade–53, 4th grade–58, 5th grade–68 as measured by the Math STAAR no later than the end of the 2025-26 school year.	For 2025-2026 - Increase Domain Once Average: 3rd grade–53 4th grade–58 5th grade–68 as measured by the Math STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
☐ 2) STAAR -Improve Domain One Average on STAAR Reading assessment 3rd grade–55, 4th grade–68, 5th grade–63 as measured by the Reading STAAR no later than the end of the 2025-26 school year.	For 2025-2026 - Increase Domain One Average: 3rd grade–55, 4th grade–68, 5th grade–63 as measured by the Reading STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
☐ 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 5%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
☐ 4) Violence Prevention and Intervention	For 2025-2026, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
☐ 5) Violence Prevention	For 2025-2026 the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.

□ 6) Special Education	For 2025-2026 the percent of students meeting ARD expectations/goals will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and STAAR Alternative tests will be reviewed to determine if the ARD objectives were met. Progress report data will be reviewed.	Provide differentiated instruction to address learning needs of identified special needs students.
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Goal	Description	Formative	Summative	Strategy
□ 7) Highly Qualified Teacher	For 2025-2026 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Cons. Independent School District
Staff Development Plans**

2025-2026

Section E

10 Components Of A Schoolwide Title I Program

1. Comprehensive Needs Assessment
Referenced in the Comprehensive Needs Assessment Goal 1, Strategy 8
2. Schoolwide Reform Strategies
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 9
3. Instruction by Highly Qualified Staff
Goal 1, Strategy 2; Goal 2, Strategies 1-3, 7, 10
4. Professional Development
Goal 1, Strategy 2
5. Parental Involvement
Goal 1, Strategy 10; Goal 4, Strategies 1-7
6. Transition from early childhood programs
Goal 1, Strategy 6
7. Effective, timely additional assistance
Goal 1, Strategy 4-5
8. Inclusion of teachers in the use of assessments
Goal 1, Strategies 1 and 3
9. Attracting highly qualified staff
Goal 2, Strategy 10
10. Coordination between programs
Goal 1, Strategy 6, 9, 11

2025-2026 Clyde Elementary

CAMPUS IMPROVEMENT PLAN



Clyde Elementary Vision:

At Clyde Elementary School, we are a team of leaders. We encourage, support, and celebrate the excellence within us.

Mission:

L - Lead Everyday
E - Empower the leader within
A - Achieve goals together
D - Develop champions
E - Establish a safe environment
R - Respect others
S - Strive for excellence

Theme:

Empower - Support - Celebrate
#keepchasingexcellence

Clyde Elementary School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Elementary School conducted a comprehensive needs assessment for the 2025-2026 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Elementary School for the current school year includes 25 teachers, 12 paraprofessionals, 1 nurse, 1 counselor and 2 administrators. The student demographic population for this school year is as follows: 76.4% White, 2% African American, 16.7% Hispanic, 0.0% Asian, and 0.3% American Indian. Additionally, the campus serves 40% Economically Disadvantaged students, 22.09% Special Education students, 0.6% 504 students, and 0.9% Emergent Bilingual students. Daily Attendance rates are between 94% to 98% with 4 to 18 students absent.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

Upon review of this data, several findings were noted. These findings include: The largest special population group is Low Socio-Economic. The Hispanic population has decreased, as well as the number of ESL students. There was an increase in the number of students served in Special Education, especially low-incidence populations. The attendance rate for each subpopulation shows no discrepancies.

Areas of need include:

Continued improvement in attendance/academics to gain Distinctions.

2024-2025 Clyde Elementary End of Year Data

Student Achievement

The following data was reviewed in relation to Student achievement: NWEA Maps Growth and Fluency for grades K, 1, and 2.

CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5

READING: 73% average or above

- Average (23%)
- HiAverage (36%)
- Hi (14%)

Area of Strength: Foundational Language Skills: Vocabulary
Growth Focus: Author's Purpose & Craft

MATH: 75% average or above

Average (35%)
HiAverage (33%)
Hi (7%)

Area of Strength: Geometry & Measurement
Growth Focus: Computations & Algebraic Relationships

- 1st Grade: NWEA K-2

READING: 73% average or above

- Average (19%)
- HiAverage (29%)
- Hi (25%)

Area of Strength: Foundational Language Skills: Vocabulary
Growth Focus: Foundational Language Skills:
Beginning Reading and Writing

MATH: 82% average or above

Average (29%)
HiAverage (34%)
Hi (19%)

Area of Strength: Geometry & Measurement
Growth Focus: Computations and Algebraic Relationships

- Kindergarten NWEA K-2

READING: - 81% average or above

- Average (25%)
- HiAverage (32%)
- Hi (24%)

Area of Strength: Foundational Language Skills:
Beginning Reading and Writing

Growth Focus: Multiple Genres; Author's Purpose and Craft

MATH: 91% average or above

Average (29%)
HiAverage (37%)
Hi (25%)

Area of Strength: Computations and Algebraic Relationships

Growth Focus: Data Analysis and Money

Goals for the 2024-2025 School Year:

WILDLY IMPORTANT GOALS (W.I.G.S.)

- Each grade level will have at least 20 days of 97% attendance or better by the end of the school year.
- Clyde Elementary will see 70% of students meet their projected growth set by the NWEA K-2 Growth Assessment by the end of the school year.
- 40% of students in each grade level will reach Rock Star Reader Status by May.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings and Campus Improvement meetings.

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

One hundred percent of parents strongly agree/agree that their children are safe at school and that the school enforces clear and consistent rules for student behavior. Eighty-five percent of surveys indicated that students and faculty set short/long term goals and support a climate for learning.

Areas of need include:

Review current safety protocols and ensure the campus is compliant with the new regulations regarding HB3; ensure all K-2 teachers have met the requirements of the Texas Reading Academy.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters

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

Clyde Elementary Staff has undergone a change over the last two years. 16 new staff members and multiple returning staff changing roles. In 2nd Grade, there was an increase in the number of classroom sections needed due to enrollment. We currently have two staff in our Grow Your Own Program.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.

Family and Community Involvement

The following data was reviewed in relation to Family and Community Involvement: PTO, Title I Parent Surveys, LIM Surveys

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

87% of the parents agree or strongly agree they are kept well informed of the activities at school and
94% agree or strongly agree Clyde Elementary has high academic standards for all students.

Areas of need include:

Have more activities for families using a remote or digital platform.

Be diligent and purposeful in explaining academic standards with a guaranteed and viable curriculum and the five domains for early childhood with parents.

Utilize the NWEA family reports to explain the academic growth of students. Have flexible conferencing schedules for parent/teacher conferences.

Clyde Elementary School Campus Improvement Plan

District Priority:	Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.
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GOAL 1:	Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful.				
Strategy 1: Disaggregate Spring 2025 and Fall 2025 MAPs and CIRCLE data, as well NWEA Maps Fluency, and CIRCLE data	Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Stacy Phillips Kallie Collins	09/01/2025 - 12/20/2025	NWEA Maps Growth and Fluency, Rtl Checkpoints, CIRCLE	STAAR,NWEA Maps Growth and Fluency, CIRCLE	PLC Meeting notes;Rtl Meeting Notes
Strategy 2: Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement, including Texas Instructional Leadership.	Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	07/01/2025 - 06/30/2026	Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract	Feedback and Evaluation from staff; correspondence of PD facilitators	Certificate of Attendance

Strategy 3: Offer Grade K-2 students identified as in need of assistance, additional reading and math tutorials through small-group and one-on-one instruction, coordinated by a certified teacher as an interventionist.	Action Step(s): Schedule daily tutorials and RTI pull-outs				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers	08/20/2025 - 05/21/2026	Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports, IXL Reports	Monthly tutorial logs
Strategy 4: Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies	Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, & AR				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Lori Goldston	08/20/2025 - 05/21/2026	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path
Strategy 5: Conduct parent/teacher conferences for all students throughout the month of October.	Action Step(s): Review assessment data and outline expectations for the year.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Grade level reps	08/20/2025 - 05/21/2026	Schedules; time	none	Sign In Sheets Parent Square
Strategy 6: Create extended school day tutorials for qualifying students identified as needing intervention in Reading/Math through the ASPIRE Program.	Action Step(s): Analyze NWEA Growth Reports, Fluency Reports				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Stacy Phillips Grade level teachers	09/01/2025 - 05/21/2026	United Way, Title I	Growth measures of students	Attendance Sheets; Time Sheets

Goal 2:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged.				
Strategy 1: Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers	Action Step(s): Hire HQ Staff.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Dr. Paula Kinslow	08/20/2025 - 05/21/2026	Salary, Title I	Title I Report	Staff Schedules
Strategy 2: Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.	Action Step(s): Plan lessons according to data and the need for active engagement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Grade Level Reps Lori Goldston	08/20/2025 - 05/21/2026	Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports	Appraisals and Walk-throughs	Lesson plans, appraisals, walk-throughs
Strategy 3: Create systems to create and monitor lesson plans for grade level teachers in the area of math.	Action Step(s): Create lessons to include formative assessment, measurable goals, and TEKS alignment.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker	08/20/2025 - 05/21/2026	PLC Time, Google Products	Appraisals and Walk-throughs; Lesson Plan Templates	Lesson Plan Forms in Google Classroom
Strategy 4: Utilize components of the 7 Habits of Highly Effective People through the Leader in Me Program.	Action Step(s): Staff development and campus visits with Leader in Me schools.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	ALL STAFF	08/20/2025 - 05/21/2026	District Funds	Surveys; MRA	Purchase Order

Strategy 5: Remaining K-3 core and special education teachers attend Reading Academy training through ESC 14.	Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Certified Classroom Teachers and Special Ed Teachers	07/20/2025 - 05/21/2026	Title I Funds	Progress Reports	Sign In Sheets, Certificates, Artifact Completion

Goal 3:	Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community.				
Strategy 1: Hold “Meet the Teacher” Night prior to the first day of school.	Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker	08/18/2025	Time	Title I Survey; LIM Survey	Sign In Sheets
Strategy 2: Develop Parent/School Compact.	Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	08/20/2025 - 05/21/2026	District Funds, Time	Title I Survey	Compacts signed and returned
Strategy 3 Publish activities and updates, social media, Parent Square, etc.	Action Step(s): Utilize all realms of communication to inform parents.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Hannah Thornton Saicy Lytle	08/20/2025 - 05/21/2026	Technology, staff	Title I Survey	Social Media/PS logs

Strategy 4: Implement Leadership Family Activities	Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Lori Goldston Family Engagement Action Team	08/20/2025 - 05/21/2026	District Funds, Leader In Me Grant	LIM Parent/Staff Survey	Membership forms, Lighthouse team minutes, Action Team minutes
Strategy 5: Develop a cooperative and collaborative relationship with Communities in Schools through a Student Success Coach.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Strohl, Don	08/20/2025 - 05/21/2026	Communities in Schools Grant	Communities in Schools Evaluations and Feedback	Communities in Schools Case Load Documentation
Strategy 6: Create a Food Share Table/Program to help support the nutrition needs of the students who are in need of supplemental food.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Collins, Cay, Cozby, Sam	10/01/2025 - 05/20/2026	Time/Refrigerator	Surveys	Share Table Log
Strategy 7: Establish goals and action steps with students to reach Academic Goals on MAPs assessments in Reading and Math	Action Step(s): Implement Academic Student Goals				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Classroom Teachers	10/01/2025 - 05/20/2026	NWEA Data, Time	NWEA Data for Projected Goal Met	Goal Setting/Action Step Sheet in Data Notebook

Goal 4:	Continue to improve leadership in all Clyde CISD employees. Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students				
Strategy 1: Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings.	Action Step(s): Utilize grade level reps as campus leaders.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips, Lori Goldston, Grade Level Reps	08/20/2025 - 05/21/2026	District Funds	NA	PLC Notes, Faculty Meeting & Grade Level Rep agendas
Strategy 2: Develop action teams to fulfill the Leader In Me functions and activities	Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Valerie Harris Amanda Pardee	08/20/2025 - 05/21/2026	None	Staff Surveys	Action Team agendas
Strategy 3: Provide individual and small-group counseling sessions that build self-esteem.	Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Phillips, Stacy	10/01/2025 - 05/21/2026	District Funds/ Noah Project	Q&A within session; Feedback from students/counselor	Schedule of students
Strategy 4: Hold College Days each month, as well as career awareness beyond high school.	Action Step(s): Promote beyond high school expectations and inquiry.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips	08/20/2025 - 05/21/2026	Time	NA	Calendar; PS

Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings.	Action Step(s): Ensure campus safety is a priority.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker; Phillips, Stacy; Kinslow, Paula	08/20/2025 - 05/21/2026	District Funds	NA	Sign in Sheets, Training quizzes; Safety Drill Documentation

CIP PART II: ASSURANCE ADDENDUM

Clyde Elementary School
Joshua Parker, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

☒ [X]	Clyde Elementary School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
☒ [X]	Completed a needs assessment which serves as the basis for the CIP.
☒ [X]	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
☒ [X]	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
☒ [X]	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
☒ [X]	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
☐ []	Included strategies for dropout prevention and reduction. (middle school and high school)
☒ [X]	Included strategies for improving student attendance.
☐ []	Included strategies for improving the campus's completion rate. (high school)
☒ [X]	Provided for a program to encourage parental and community involvement at the campus.
☒ [X]	Included goals and methods for violence prevention and intervention on campus.
☐ []	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
☒ [X]	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
☒ [X]	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.

☐	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
☒	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
☒	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
☒	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
☒	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of Site Base Member	Position
Joshua Parker	Principal - Chairperson
Lori Goldston	Instructional Coordinator
Stacy Phillips	Counselor
Karen Berry	Teacher
Teresa Parks	Teacher
Trella Satterfield	Teacher
Tracie Walters	Teacher
Ashley Taylor	Parent
Shea Tuley	Business Member
	Community Member

SBDM Meetings for 2025-2026		
DATE	TIME	LOCATION

CIP PART II: ASSURANCE

ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
[] 1) STAAR Recognized or Exemplary	For 2022-2023, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[] 2) STAAR Advanced Academic Achievement Performance	For 2022-2023, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2024-2025, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2024-2025, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X] 5) Violence Prevention	For 2024-2025, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2024-2025 the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2024-2025, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[] 8) Secondary Drop-out Prevention	For 2024-2025, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-2018 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[] 9) High School AEIS – Ninth Graders	The percent of 2024-2025 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[] 10) Recommended High School Program	For 2024-2025, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 11) High School AEIS – Advanced Courses and Dual Credit	For 2024-2025, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 12) High School AEIS – Advanced Placement Exams	For 2024-2025, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 13) High School AEIS – SAT/ACT Exams	For 2024-2025, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[]	14) High School CTE	For 2024-2025, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via info servweb and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Elementary School
Clyde Cons. Independent School District
Staff Development Plans
Section E**

10 Components Of A Schoolwide Title I Program

1. Comprehensive needs assessment
Referenced in the Comprehensive Needs Assessment on page 2.
2. Schoolwide reform strategies
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 5.
3. Instruction by highly qualified staff
Goal 1, Strategy 2; Goal 2, Strategies 1, 2, & 5; Goal 4, Strategy 1
4. Professional development
Goal 1, Strategy 2
5. Parental Involvement
Goal 1, Strategy 4; Goal 2, Strategy 5; Goal 3, Strategies 1-6; Goal 4, Strategy 3
6. Transition from early childhood programs
Goal 1, Strategy 3
7. Effective, timely additional assistance
Goal 1, Strategy 3
8. Inclusion of teachers in the use of assessments
Goal 1, Strategies 1 - 3
9. Attracting highly qualified staff
Goal 2
10. Coordination between programs
Goal 1, Strategies 1 & 6; Goal 2, Strategy 2 & 5; Goal 3, Strategy 5; Goal 4, Strategy 5

2025-2026 Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 2025-2026 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Junior High School include 23 teachers, 3 split-campus teachers, 10 paraprofessionals, 3 office, 1 counselor, and 2 administrators. The student population is 72% White, 2% African American, 20% Hispanic, 1% Asian, 0.0% American Indian, and 5% Two or More Races. Additionally, the campus serves 47.4% economically disadvantaged students, 22.4% special education students (SPED), and 0.2% English Language Learners. Attendance rates include: 97.1% Hispanic, 96.8% White, 96%, African American 86.4%, Two or More Races 97.4% economically disadvantaged and 96.8% SPED. The most current data indicate the campus has a 13.76% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2024-25), STAAR Accountability Ratings, Information from Campus Site based team from the spring 2025 meeting.

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

The largest special population group is Economically Disadvantaged (EcoDis). Populations of African American, Hispanic and Two-or-more races all slightly increased. The attendance rates were stable across all populations with only exhibiting minor variations in regards to percentages.

Areas of need include:

Continued improvement in attendance to reach Campus Distinctions with special attention for our economically disadvantaged, Special Education students, and Hispanic students, who have the lowest attendance.

Student Achievement

The following data was reviewed in relation to Student achievement: partly from STAAR, mostly from MAPS, IXL, BOY and EOY Assessment data.

Upon review of this data, several findings were noted. It appears that our students are struggling with reading and writing. Adjustments are being made where every student is utilizing the IXL program and academic support plans are being utilized to meet the needs of our students.

Smart Goals for the 2025-2026 School Year:

Campus Improvement Plan

Mathematics

- Students will be at 4% average above the state for meets level performance on 2025-2026 STAAR.
- All readiness TEKS will be at 55% or higher on 2025-2026 STAAR.
- Students will have a combined average of at least 80% approaches (for 6th, 7th, and 8th Grade).

English Language Arts Reading

Show 5% growth on domain 1 of the STAAR test in all of our ELA classes (6th grade-9th grade)

Science

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 10% by May 2026.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 85% by May 2026.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2026.

Social Studies

- Raise the Approaches Level percent for all students to 70% by May 2026
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2026.
- Raise the Masters level in 8th grade History to at least 10% by May 2026.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Staff Survey, Site Based Decision Making Committee and Lighthouse Committee Meetings

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

Student discipline referrals increased relative to the 2024-2025 school year. Analysis indicated the majority of the placements were from students who had high mobility rates, SPED, and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Areas of need include:

An increased focus on our attendance rates.

Continue to develop interest for a Parent/Teacher Organization to help increase parental involvement.

Focus on positive relationship building to improve overall student behavior and academic performance.

Utilize our counselor to address the increase in emotional and behavioral issues through a proactive approach to counseling programs delivered to students.

Teachers and administrators continue to take a more proactive approach to student behavior management with parental contacts occurring frequently. This should include ongoing training that addresses student emotional and behavior support.

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters, T-TESS Evaluations

Upon review of this data, several findings were noted. These findings include:
CJH saw 11 employee (2 teacher/coach, 1 administrator, 2 office staff, 3 aides, 2 teachers) leave at the end of the 2024-2025 school year.
We have combined our STUCO, Lighthouse, and Climate committees in order to facilitate the needs of our students and staff better.

Areas of need include:
Continue to support staff through support and training when dealing with student behavior issues.
Continue to improve student achievement, behavior, and well-being, while also enhancing teacher effectiveness and parent engagement.
Explore ideas to market and attract highly qualified teachers to the district by adding opportunities for TIA for all eligible teachers.

Clyde Junior High School Campus Improvement Plan

District Priority:	Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.
GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in

	all academic Leadership, and extracurricular areas.				
Strategy 1: Hire highly qualified staff	Action Step(s): We will provide processes to interview and select highly qualified educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	Spring 2026 - August 2026	Time	T-TESS Observations	
Strategy 2: Recruit highly qualified candidates	Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	Spring 2026	Time & District Budget	T-TESS Observations	
Strategy 3: Retain highly qualified educators	Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale working with our PTO by providing meals and snacks. We will start to implement TIA for qualified teachers. We will foster a growth mind-set environment through T-TESS and PLC's.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time, Activity and District Budget	Retention Rates	
Strategy 4: Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	MAPS, BOY AND EOY Test, and STAAR results	Staff meetings. The HUB, and Weekly Update
Strategy 5:	Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional				

Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students	resources and materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Gerald Jordan	2025-2026	Time, Activity and Campus Budgets	Budget Reports	Weekly Updates and the HUB
Strategy 6: Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.	Action Step(s): Clyde Junior High will investigate/survey parent interest in developing a Parent/Teacher Organization in an effort to improve overall engagement and support for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan and Patrick Odom	2025-2026	Time & Campus Budget	Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.	
Strategy 7: Teachers will have access use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement curriculum with a focus on overlapping TEKS for the 2025-26 school year. We will utilize The Lowman curriculum to help with vertical alignment.	Action Step(s): We will use the TEKS Resource System for our Scope and Sequence, Year at a Glance, Instructional Focus Documents and Unit Assessments (progress monitoring).				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	Unit Assessments & Observations	
Strategy 8: Host a 5th grade parent night	Action Step(s): We will host a 5th grade orientation for students and families prior to the first day of school. After school begins, we will host an Open House for students and families allowing parents to meet teachers.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan,	August 2025	Campus Budget and PTO	Open House Sign In Sheets	

	Cade Dement and Patrick Odom				
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Goal 2:	Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.				
Strategy 1: Provide professional development that will encourage and enhance high quality instruction (looking for internal strengths within teaching staff to train each other)	Action Step(s): We will utilize existing talent within the district, ESC 14, surrounding districts, and other research based strategies to address any identified areas of need determined in Monthly PLC meetings.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	T-TESS observations, MAPS, and Unit Assessments	
Strategy 2: Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)	Action Step(s): We will provide opportunities for general education and special education teachers to enhance their knowledge of inclusion practices through PD offerings by the ESC 14.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	District Budget	T-TESS observations and SPED performance on Unit Assessments	
Strategy 3: Provide PD and strategies for all teachers to use in an effort to reach students identified as economically disadvantaged.	Action Step(s): We will utilize PLC meetings and ESC 14 online training and other PD offerings to build a better understanding of our low SES students and how to effectively promote learning among this specific group.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paul Kinslow	2025-2026	Time and District Budget	unit assessments and daily grades	

Strategy 4: Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.	Action Step(s): Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Gerald Jordan, Callie Van Hoff, & The Lighthouse Leadership Team	2025-2026	The Leader in Me Grant	Weekly Leadership Lessons, Leadership Events and meeting agendas	
Strategy 5: Provide time for Monthly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices	Action Step(s): We will meet with all content teachers at least once a month to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Gerald Jordan and Content Teachers	2024-2025	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS	
Strategy 6: Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs	Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Content Teachers	2025-2026	Time and Campus Budget	Tutorial Logs	
Strategy 7: Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY	Action Step(s): Content teachers will analyze data from unit assessments and STAAR results to identify students struggling on particular learning standards. The results will be tracked through the use of our digital data walls built in the respective PLC Google Classrooms and Data board in the PLC room				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

and EOY Assessments, and IXL will assist.	Content Teachers	2025-2026	Time	Data Tracking/Analysis	Data tracker bar graphs
Strategy 8: More effective inclusion scheduling practices for SPED Students to reduce student conflict, enable more choices, and provide appropriate support based on individual IEP's.	Action Step(s): General and Special Education teachers will implement effective strategies to address struggling special education students based on data from common assessments and classroom observations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Chelsea Heard, Gerald Jordan, and Callie Van Hoff	2025-2026	Time	Master Schedule	
Strategy 9: Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.	Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Gerald Jordan, Callie Van Hoff, & Tiffany Edwards	2025-2026	Time	Shared Attendance Contact Log	
Strategy 10: CJH will practice safety procedures and provide for programs that will address safety and violence	Action Step(s): We will take proactive measures (drills, programs, and procedures) to address a variety of safety and violence issues common among teenage students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom. Gerald Jordan, and Stephen Faulkenberry	2025-2026	Time and Campus Budget	Logs and Agendas	
Strategy 11: Continue participation in UIL Academic competition planned for fall 2023	Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2025.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Chelsea Heard,	2025-2026	Campus Budget	Participation Lists	

	<table><tr><td>Gerald Jordan, and Patrick Odom</td><td></td><td></td><td></td><td></td></tr></table>					Gerald Jordan, and Patrick Odom									
Gerald Jordan, and Patrick Odom															
Strategy 12: Continue offering Advanced classes for all content areas in grades 7-8, advance math 6-8	Action Step(s): All content classes’ grades 7-8 and math 6-8, will offer an Advanced class with criteria for enrollment that will challenge students at a high level and prepare them for AP class offerings at High School. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Patrick Odom</td><td>2025-2026</td><td>Campus Budget</td><td>Class Lists</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	Campus Budget	Class Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom	2025-2026	Campus Budget	Class Lists												
Strategy 13: Clyde JH will provide ALC lessons for students who failed 2025 STAAR.	Action Step(s): Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment lessons before or after school. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Gerald Jordan and Callie Van Hoff</td><td>2025-2026</td><td>District Budget and Title I</td><td>Unit Assessments, MAPS, and STAAR</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Gerald Jordan and Callie Van Hoff	2025-2026	District Budget and Title I	Unit Assessments, MAPS, and STAAR	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Gerald Jordan and Callie Van Hoff	2025-2026	District Budget and Title I	Unit Assessments, MAPS, and STAAR												
Strategy 14: The district will provide dyslexia services for students.	Action Step(s): Students who are identified for dyslexia services will be served daily with a dyslexia class. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Chelsea Heard and Kirk Cleveland</td><td>2025-2026</td><td>District Budget</td><td>Formal Testing</td><td></td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing												

Goal 3:	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.				
Strategy 1: Continue to offer Career Portals to 7th grade students	Action Step(s): Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Justin Bamlett	2025-2026	District Budget	PEIMS & End of Year Grade Reports	

Strategy 2: Normalize the use of Google Classroom for in person and remote learners. This tool is utilized to access assignments and learning.	Action Step(s): All grade levels will utilize Chromebooks to support learning objectives through the use of computers for class projects and research and much of the daily assignments. Students will use online programs to support learning.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2025-2026	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	
Strategy 3: Classes will continue to utilize Chrome Books that are at a 1-1 ratio offered by the district.	Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2025-2026	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Strategy 4: Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, Beanstack, and Stem Scopes for Math, Reading and Science	Action Step(s): Math, Reading and Science classes at all levels will utilize online support programs to further extend learning over low grade level objectives.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	District Budget & Title I	Lesson Plans & Walkthroughs	
Strategy 6: Continue to offer Robotics for all grade levels at CJH provided COVID permits	Action Step(s): We will offer after school Robotics during the Fall/Winter and participate in the Robotics competition with teams from each grade level.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Cade Dement	2025-2026	Time and District Budget	Robotics Competition	
Strategy 7: To offer Art 1, Professional	Action Step(s): We will offer one section of Professional Communications, and Art 1 for high school credit				

Communications for HS elective credit to 8th Grade students.	
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Goal 4:	Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.				
Strategy 1: Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances	Action Step(s): All staff will fill out pre-requisition forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time & Training	TxEIS Budget Reports	
Strategy 2: Monthly Activity Reports will be shared showing account balances	Action Step(s): Activity accounts will be balanced monthly and reports shared.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heather Brooks and Patricia Blazauskas	2025-2026 (monthly)	Time	Monthly Reports	

Goal 5:	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.				
Strategy 1: The Lighthouse Leadership Team will meet daily to give leadership lessons	Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Amy Saunders, and Candi Hershey	Fall 2025 - Spring 2026	Franklin Covey Grant for Leader in Me	Lighthouse Leadership Team Meetings and progress reports required for TLIM grant	

Strategy 2: Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.	Action Step(s): Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self-monitor and assess.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers and Staff	Fall 2025 - Spring 2026	Time	Student digital notebooks and progress reports in staff meetings	
Strategy 3: Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles	Action Step(s): Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	Observation during walkthroughs and Lighthouse Committee Meetings	
Strategy 4: Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior	Action Step(s): Paw Prints will be used schoolwide to promote positive decision making among students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff and Gerald Jordan	2025-2026	Time & Training	Reports and Discipline Trends	
Strategy 5: The counselor will provide programs to students and parents to prepare for HS and beyond	Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff	Spring 2026	Campus and District Resources	Program Agendas and sign in sheets	

Strategy 6: Continue to update staff on campus events through weekly PLC's and weekly update emails	Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	Staff Agendas, The HUB, and Emails	

Strategy 7: Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.	Action Step(s): Staff will use The Leader in Me curriculum through direct teaching time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS). This will be student led by student elected leaders and teacher facilitated				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, & The Lighthouse Leadership Team	2025-2026	The Leader in Me curriculum and online resources	Leadership Events	

CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Patrick Odom, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

☒ [X]	Clyde Junior High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
☒ [X]	Completed a needs assessment which serves as the basis for the CIP.
☒ [X]	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
☒ [X]	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
☒ [X]	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
☒ [X]	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
☒ [X]	Included strategies for dropout prevention and reduction. (middle school and high school)
☒ [X]	Included strategies for improving student attendance.
☐ []	Included strategies for improving the campus's completion rate. (high school)
☒ [X]	Provided for a program to encourage parental and community involvement at the campus.
☒ [X]	Included goals and methods for violence prevention and intervention on campus.
☐ []	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
☒ [X]	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
☒ [X]	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
☒ [X]	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

☐	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
☐	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
☒	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
☒	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Patrick Odom	Principal - Chairperson
Callie Van Hoff	Counselor
Candi Hershey	Teacher
Hollie Robledo	Instructional Aide
Gerald Jordan	Assistant Principal
Bethany Odom	Parent

Campus SBDM Meetings for 2025-26		
DATE	TIME	LOCATION
August	5:00 pm	JH library
March	4:00 pm	JH Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
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[X] 1) STAAR Masters	For 2025-2026, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Meets Performance Level	For 2025-2026, the percent of students reaching STAAR Meets Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2025-2026, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X] 5) Violence Prevention	For 2025-2026, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2025-2026, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and/or STAAR Alt 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs Students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2025-2026, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

☒	8) Secondary Dropout Prevention	For 2025-2026, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2024-2025 drop-out data will be reviewed as information becomes available.	Monitor school leaver's bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities.
☐	9) High School AEIS – Ninth Graders	The percent of 2024-2025 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
☐	10) Recommended High School Program	For 2025-2026, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
☐	11) High School AEIS – Advanced Courses and Dual Credit	For 2025-2026, the percent of students who have completed at least one advanced course will be at or above 30%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
☐	12) High School AEIS – Advanced Placement Exams	For 2025-2026, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
☐	13) High School AEIS – SAT/ACT Exams	For 2025-2026, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[]	14) High School CTE	For 2025-2026, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our core content teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our core content classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the SBDM provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via Eduphoria and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Cons. Independent School District
Staff Development Plans
2018-2019
Section E**

10 Components Of A Schoolwide Title I Program

1. Comprehensive Needs Assessment
Referenced in the Comprehensive Needs Assessment on page 1-3
2. Schoolwide Reform Strategies
Goal 1, Strategies 1-8; Goal 2, Strategies 1, 3-5, 7, 9-12
3. Instruction by Highly Qualified Staff
Goal 1, Strategy 1-4 & 7
4. Professional Development
Goal 1, Strategy 4; Goal 2, Strategies 1-3 & 5
5. Parental Involvement
Goal 1, Strategies 6, 8 & 9
6. Transition from early childhood programs
7. Effective, timely additional assistance
Goal 2, Strategies 6-8
8. Inclusion of teachers in the use of assessments
Goal 1, Strategy 7; Goal 2, Strategies 5 & 7
9. Attracting highly qualified staff
Goal 1, Strategies 1-3
10. Coordination between programs
Goal 2, Strategies 2-5

2025-2026 CLYDE HIGH SCHOOL Campus Improvement Plan



Clyde High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde High School School conducted a comprehensive needs assessment for the 2025-2026 School Year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde High School include 42 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 78.7% White, .7% African American, 17.2% Hispanic, 0% Asian, and .2% Native American. Additionally, the campus serves 39.6% economically disadvantaged students, 14.7% special education students, and 0.9% Limited English Proficient students. Attendance rates include 89.9% African American, 95.2% Hispanic, 95.9% White, and 94.4% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our English Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:

2024 STAAR Data.

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

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

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

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2026:

- Clyde High School Smart Goal 2025-2026: CISD District Initiative - English I students will increase Domain One Average by an average of 3 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2025-2026 school year**.

	<u>2025 Scores</u>	<u>2026 Target Goal</u>
• Algebra I	91%	94%
• Biology	99%	100%
• ELA I	81%	84%
• ELA II	83%	86%
• U. S. History	99%	100%

School Culture, Climate, and Organization

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

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

Campus Improvement Plan

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

Areas of need include:

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

Staff Quality, Recruitment, and Retention

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

- Campus Employment Rosters

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

- Clyde High School Staff will undergo a full evaluation by Mr. Hodges and Mrs. Petty by May of 2026.

Areas of need include:

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

Family and Community Involvement:

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

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

Clyde High School Campus Goals 2025-2026 School Year

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

Clyde High School Campus Improvement Plan

District Priority:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners and to be ready for post secondary education life.
GOAL 1:	CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.

Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.	Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey	Spring 2026	Time, District Admin. Staff	August 2025 All Staff T-TESS Observation	Staff Schedules
Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers	Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey	Spring 2026	Time, Teachers, Staff, District Admin Staff	August 2025	Teaching Certificates
Strategy 3: Accelerated Learning Classes will be used to prepare students for EOC testing in Algebra I, English I and English II, Biology and U.S. History. Enrichment Instruction is provided for students not meeting the STAAR EOC standard in 8th grade.	Action Step: Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Petty, Mildred Kinslow, Paula	August 2025-May 2026	Time, Teachers, Supplies, Campus Admin Staff	Spring 2026	Students Schedules Teachers

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

Strategy 7: In partnership with Workforce Solutions and Community in Schools to create opportunities to plan post secondary life for ALL seniors and begin the conversations with Juniors.	Action Step: This group works with each senior personally and helps make a plan for each one. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey Jones, Alex Sims, Chelsea Riggins, Scott Laughlin, Rachel</td><td>All Year and through the summer</td><td>Time, Staff</td><td>Continuous</td><td>CIS/WFS Counselors Scheduling</td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Sims, Chelsea Riggins, Scott Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Jones, Alex Sims, Chelsea Riggins, Scott Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling							
Strategy 8: Clyde High School provides a Peer Assistance and Leadership Program (PALS) with CBVI student participation.	Action Step: Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses. <table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey; Laughlin, Rachel Metcalf, Courtney</td><td>All Year</td><td>Time, Teachers, CIS</td><td>May 2026</td><td>Scheduling and Organization</td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Laughlin, Rachel Metcalf, Courtney	All Year	Time, Teachers, CIS	May 2026	Scheduling and Organization
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Laughlin, Rachel Metcalf, Courtney	All Year	Time, Teachers, CIS	May 2026	Scheduling and Organization							

Goal 2:	Make Classrooms more meaningful and relevant for students and teachers.				
Strategy 1: Students that have traditionally been low performers in English will pass	Action Step: CHS will utilize programs to address learning gaps.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

the English EOC exam at a higher rate after having an extra year of English preparation.	<table><tr><td>Hodges, Casey; Petty, Mildred</td><td>Fall 2025 Spring 2026</td><td>Time, Campus Admin Staff, English Department, PLC time</td><td>NWEA Scores will be utilized to address learning needs.</td><td>MAP Testing, Scheduling and Documentation</td></tr></table>					Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Campus Admin Staff, English Department, PLC time	NWEA Scores will be utilized to address learning needs.	MAP Testing, Scheduling and Documentation
Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Campus Admin Staff, English Department, PLC time	NWEA Scores will be utilized to address learning needs.	MAP Testing, Scheduling and Documentation						
Strategy 2: Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are enrolled in Bulldog period.	Action Step: CHS will continue to use FEV Tutor to address learning loss.									
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
	Hodges, Casey;; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR	Implementation of Instructional Tools					
Strategy 3: Students that have failed the English I EOC, English II EOC or failed the 8th grade English STAAR test are enrolled in Bulldog period.	Action Step: CHS will utilize programs to address learning gaps.									
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
	Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR	Implementation of Instructional Tools					
Strategy 4: Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are enrolled Bulldog period.	Action Step: CHS will utilize programs to address learning gaps.instruction.									
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
	Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff	NWEA and STAAR	Implementation of Instructional Tools					

Strategy 5: Increase awareness of academic and CTE pathways in the district for all students.	Action Step: Counselors will utilize updated district College and Career Planning guides to meet with each individual student as well as student groups to facilitate evaluation of opportunities related to college and career readiness.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Campus Admin Staff	August 2025	Participation and Documentation
Strategy 6: Counselors provide expectations and procedures for enrolling in AP and dual credit courses as they are working with students to review testing data and 6-8 year plan information.	Action Step: Increased Enrollment in DC and AP classes.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2025	Scheduling, Participation, Organization, and Documentation
Strategy 7: Increase participation and industry certification in campus and district CTE programs.	Action Step: Provide opportunities for CTE teachers and students to promote CTE via a Back to School Bash CHS showcase where individual CTE programs share information and recruit incoming 9th graders.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey Petty, Mildred Kinslow, Paula	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2025 Participation	Sign in Sheets
Strategy 8: Increase participation and industry certification in	Action Step: Examine scheduling in our courses involving CDA certification to maximize student opportunity to accumulate hours and achieve certification.				

campus and district CTE programs.	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey Jones, Alex Sims, Chelsea Welch, Tami</td><td>Fall 2025 Spring 2026</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td><td>January 2026-August 2026</td><td>Communication ,Documentation and Implementation</td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Sims, Chelsea Welch, Tami	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	January 2026-August 2026	Communication ,Documentation and Implementation
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
	Hodges, Casey Jones, Alex Sims, Chelsea Welch, Tami	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	January 2026-August 2026	Communication ,Documentation and Implementation										
Strategy 9: Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.	Action Step: CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS.														
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey; Jones, Alex Sims, Chelsea</td><td>Fall 2025 Spring 2026</td><td>Time, Library, Computer Lab</td><td>August 2025 Technology Participation</td><td>Student Registration</td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Time, Library, Computer Lab	August 2025 Technology Participation	Student Registration
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Hodges, Casey; Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Time, Library, Computer Lab	August 2025 Technology Participation	Student Registration											
Strategy 10: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2024-2025 school year.	Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Chief Dalton of the Clyde Police Department.														
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey; Dalton, Robert</td><td>Fall 2025 Spring 2026</td><td>Time, Staff, Dist Admin Staff, Campus Admin Staff,</td><td>August 2026</td><td>Master Schedule</td></tr></table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Dalton, Robert	Fall 2025 Spring 2026	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2026	Master Schedule
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Hodges, Casey; Dalton, Robert	Fall 2025 Spring 2026	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2026	Master Schedule											
Goal 3:	Tell the CCISD stories of inspiration, success, and opportunity to the community, parents, and staff.														
Strategy 1:	Action Step: Work with teachers and staff to utilize parent square effectively.														

Provide regular, ongoing training to teachers on how to best utilize technology to engage students and parents.					
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Parent Square, Admin	2025-2026	Professional Development
Strategy 2: Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements.	Action Step: All teachers will sign the acceptable use policy along with participating in staff development in technology.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2025-2026	Technology Training
Strategy 3: Inform parents and the public through Parent Square, Twitter, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Parent Meetings, and Newsletters, and other electronic formats.	Action Step: CHS will communicate necessary information to parents in multiple ways.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2025	Communication, Scheduling and Posting
Strategy 4: Utilize the skills of tech liaisons to train teachers in the use of technology based teaching tools to increase student engagement.	Action Step: Increased number of teachers / classrooms utilizing technology applications as teaching tools. Increase student engagement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	<table><tr><td>Hodges, Casey; Petty, Mildred Lytle, Saicey</td><td>Fall 2025 Spring 2026</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's</td><td>August 2025 Participation</td><td>TTESS Walkthrough and Observations</td></tr></table>	Hodges, Casey; Petty, Mildred Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2025 Participation	TTESS Walkthrough and Observations					
Hodges, Casey; Petty, Mildred Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2025 Participation	TTESS Walkthrough and Observations							
Strategy 5: Parent Teacher Organization	Action Step: To increase the participation of parents in our school in a hands-on approach for parent involvement.										
	<table><tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr><tr><td>Hodges, Casey; PTO Board Members</td><td>Fall 2025 Spring 2026</td><td>Time, Admin, Parents or Guardians</td><td>May 2026 Numbers increasing</td><td>Student Scheduling Teacher Schedules</td></tr></table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; PTO Board Members	Fall 2025 Spring 2026	Time, Admin, Parents or Guardians	May 2026 Numbers increasing	Student Scheduling Teacher Schedules
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; PTO Board Members	Fall 2025 Spring 2026	Time, Admin, Parents or Guardians	May 2026 Numbers increasing	Student Scheduling Teacher Schedules							

Goal 4:	Clyde High school will strive to instill our community and ethical values in our students.				
Strategy 1: Campus will implement Championship Level:Lead Together initiatives one time per week in connection to the Leader in Me criteria.	Action Step: Utilize momentum monday’s during bulldog period to facilitate a pre-planned leadership and ethical curriculum created by our Leader in Me Action team.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Kingston, Misti Leader in Me Action Team	Fall 2025	Time, Teachers and Administration Leader in Me Curriculum	May 2026	Progress Monitoring
Strategy 2: CHS will utilize a simple and quick reporting systems for	Action Step: Ensuring students know how to report situations that are wrong using a google form.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

students to share concerns related to bullying, violence, racism and harassment.	Hodges, Casey; Petty, Mildred Lytle, Saicey	Fall 2025 Spring 2026	Students, Teachers, Campus Administration	June/July 2026	Participation / Progress Monitoring
Strategy 3: CHS will implement use of Go Guardian/BARK alert system to monitor student use of electronic devices, and will alert teachers and administrators if students engage in self harm, explicit or violent computer usage.	Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Petty, Mildred Sims, Chelsea Jones, Alex	Fall 2025 Spring 2026	BARK and Go Guardian	Continuous	Online Documentation by programs
Strategy 4: CHS will offer attendance incentives and celebrate good attendance. CHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish an intervention plan.	Action Step: Incentives will be created to encourage attendance.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Petty, Mildred	Fall 2025 Spring 2026	Homework Passes; Restaurant Coupons, Admin, Office Staff	Monthly Check ins.	Monitoring

CIP PART II: ASSURANCE ADDENDUM

Clyde High School School
Casey Hodges, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

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

☒ [X]	Clyde High School School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
☒ [X]	Completed a needs assessment which serves as the basis for the CIP.
☒ [X]	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
☒ [X]	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
☒ [X]	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
☒ [X]	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
☒ [X]	Included strategies for dropout prevention and reduction. (middle school and high school)
☒ [X]	Included strategies for improving student attendance.
☒ [X]	Included strategies for improving the campus's completion rate. (high school)
☒ [X]	Provided for a program to encourage parental and community involvement at the campus.
☒ [X]	Included goals and methods for violence prevention and intervention on campus.
☒ [X]	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
☒ [X]	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory

Education (Supported by the district's Financial Services Team).	
☒	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
☒	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
☐	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
☐	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
☒	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
☐	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Casey Hodges	Principal - Chairperson
Chelsea Sims	Counselor
Courtney Metcalf	Teacher
Misti Kingston	Teacher
Colby Rowley	Teacher
Johnathon Haddock	AD
Aaron Laughlin	Parent
Toni Brockway	Parent
Toni Smith	Parent

CPOC Meetings for 2025-2026		
DATE	TIME	LOCATION

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy
[X] 1) STAAR Recognized or Exemplary	For 2025-2026, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Advanced Academic Achievement Performance	For 2025-2026, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2025-2026 discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

[X] 5) Violence Prevention	For 2025-2026, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2025-2026, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2025-2026 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[X] 8) Secondary Dropout Prevention	For 2025-2026, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2025-2026 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the Oddyseyware.
[X] 9) High School AEIS – Ninth Graders	The percent of 2025-2026 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100 %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[X] 10) Recommended High School Program	For 2025-2026, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

[X]	11) High School AEIS – Advanced Courses and Dual Credit	For 2025-2026, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	12) High School AEIS – Advanced Placement Exams	For 2025-2026, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X]	13) High School AEIS – SAT/ACT Exams	For 2025-2026, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[X]	14) High School CTE	For 2025-2026, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.

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|-----|---|
| [X] | 9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators. |
| [X] | 10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies. |

CLYDE CISD FY 26 Budget Amendment Worksheet

Date: 1/22/26
Amendment #: #26-02

Purpose: Amend Local Revenue, Function 34, 41, and 51 Expenditures.

Budget Summary: Amendment will include Revenue from McCreary Law Firm from excess funds; and Expenditures increased for purchase of used vehicle, bus camera, legal fees, maintenance salaries, and replacement track and turf contract.

	Original Budget	Amended Budget (Approved)	Amendments	Amended Budget (Proposed)	
Revenues:					
5711 Property Tax Revenue	\$4,251,706			\$4,251,706	
57XX Other Local Revenue	\$504,000		\$79,038	\$583,038	McCreary Lawfirm
58XX State Revenue	\$12,717,031			\$12,717,031	
58XX TRS On Behalf/Med Part D	\$845,816			\$845,816	
	<u>\$18,318,553</u>			<u>\$18,397,591</u>	
Expenditures:					
0 Special Operating Transfers	\$0	\$0		\$0	
11 Instruction	\$8,805,292	\$8,848,292		\$8,848,292	
12 Instructional/Media Services	\$265,644			\$265,644	
13 Curriculum & Staff Development	\$215,540			\$215,540	
23 School Leadership	\$906,100			\$906,100	
31 Guidance & Counseling	\$444,348			\$444,348	
33 Health Services	\$286,340	\$243,340		\$243,340	
34 Student Transportation	\$595,335		\$28,500	\$623,835	vehicle & bus cameras
35 Food Services	\$20,000			\$20,000	
36 Co-curricular/Extra-curricular	\$1,324,816			\$1,324,816	
41 General Administration	\$628,216		\$25,000	\$653,216	legal fees
51 Plant Maintenance & Operations	\$2,799,701		\$1,253,538	\$4,053,239	salaries & track/turf
52 Security and Monitoring	\$280,802			\$280,802	
53 Data Processing	\$846,842			\$846,842	
71 Debt Service (Leases)	\$52,000			\$52,000	
93 Pmts to Fiscal Agents for Shared Serv	\$664,577			\$664,577	
99 Inter-Government Charges	\$183,000			\$183,000	
Total	<u>\$18,318,553</u>			<u>\$19,625,591</u>	
Excess Revenues Over/(Under) Expenditures		\$0		(\$1,228,000)	
(Track and Turf Reconstruction)					

CLYDE CISD

Superintendent: _____
 Bryan Allen

Approved: _____
 Presiding Officer

 Attest: Presiding Officer

Delay of Teacher Certification Requirements

Clyde CISD plans to apply for a delay of implementation of teacher certification requirements as outlined in Texas Education Code (TEC), 21.003, and new TEC 21.0032.

A person may not be employed as a teacher, teacher intern, or teacher trainee, librarian, educational aide, administrator, education diagnostician, or school counselor by a school district **unless the person holds an appropriate certificate or permit** issued as provided by Subchapter B, which includes any SBEC issued certificate (intern, probationary, standard, enhanced standard or emergency permit for the subject area and grade level.

2027-2028 Districts must ensure all foundational subject teachers (i.e., reading/English language arts, math, science, and social studies at any grade level are certified.

CCISD

- Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams
- CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See **Clyde CISD Teacher Certification Support Program Policy**)
- Partner with McMurry University ACP for a pipeline to certification for prospective hires.
- Work with uncertified personnel to provide release time and other support while they pursue completing certification
- Provide mentor faculty members to work with uncertified individuals during the school year

District Plan for Meeting Teacher Certification Requirements by School Year 29-30

*Pursuant to Tex. Educ. Code § 21.0032(a-1), **Clyde CISD** has created a plan to delay the full implementation of certification requirements for teachers of record in foundation curriculum courses until the beginning of the 2029-2030 school year.*

Must be submitted no later than March 2, 2026

District Name: Clyde CISD

County-District Number (CDN): 030902

Superintendent Name & Email: Bryan Allen ballen@clydeisd.org

Point of Contact for Plan Implementation: Paula Kinslow pkinslow@clydeisd.org

Board Approval Date: _____

Date Posted to District Website: _____

Link to Posted Plan: www.clydeid.org

UNCERTIFIED TEACHERS BREAKDOWN BY GRADE LEVEL AND/OR SUBJECT AREA:

Reading/ELA

<u>K</u> 1	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 1

Mathematics

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u> 1	<u>11ⁱ</u> 1	<u>12th</u>	<u>Sub Total</u> 2

Science

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 0

Social Studies

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Sub Total</u> 0

Average number of new uncertified teachers hired by the district over the past three school years (2022-23, 2023-24, 2024-25)	<u>Total</u> 4
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EDUCATOR PREPARATION PROGRAM PARTNERSHIPS

Name of EPP	Description of Partnership (How will the EPP support certification, training, mentorship etc.)
McMurry University	Work in collaboration with the district to provide certification support, training, and mentorship to ACP candidates

TIMELINE & STRATEGIC PLAN FOR TRANSITION TO COMPLIANCE

Year	Goals	Key Strategies to reduce uncertified teachers & build pipeline.	Responsible Parties	Monitoring Metrics
2025-2026	Reduce uncertified teachers in math by 50%	Offer accelerated certification seminars; assign a mentor; track progress: GYO,	District HR & EPP	20% uncertified reading/Math teachers

		TIA requirements		
2026-2027	Reduce uncertified teachers in reading/ELA by 100%	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	100% uncertified reading/ELA teachers
2027-2028	Achieve < 15% uncertified in foundation subjects	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	10% uncertified core teachers
2028-2029	Achieve < 5% uncertified in foundation subjects	Offer accelerated certification seminars; assign a mentor; track progress: GYO, TIA requirements	District HR & EPP	2% uncertified core teachers
2029-2030	Full compliance (0% uncertified)	Full compliance	Full compliance	Full compliance

STRATEGIES TO SUPPORT UNCERTIFIED TEACHERS

Year	Strategy Description	Responsible Parties	Monitoring Metrics
2025-26	Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams	HR & Director of Curriculum	75% usage of product
	CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See Clyde CISD Teacher Certification Support Program Policy)	HR & Director of Curriculum	75% usage of product
	Continue GYO program and increase the pipeline of certified teachers	HR & Director of Curriculum	2 paras enrolled in courses Fall 2026
	Create a certification plan for all uncertified teachers employed by the district	HR	100% of uncertified teachers have a written certification plan by 5/2026
	Work with uncertified personnel to provide release time and other support while they pursue completing certification	HR	50% of uncertified teachers pass the content test by EOY
	Provide mentor faculty members to work with uncertified individuals during the school year	Administrators	

2026-27	Partner with 240 Tutoring to provide a reduced rate for tutoring for certification exams	HR & Director of Curriculum	80% usage of product
	CCISD also purchased 240 Tutoring credits to be issued from the HR office to assist teachers in earning certification (See Clyde CISD Teacher Certification Support Program Policy)	HR & Director of Curriculum	80% usage of product
	Continue GYO program and increase the pipeline of certified teachers	HR & Director of Curriculum	4 paras enrolled in courses Fall 2026
	Create a certification plan for all uncertified teachers employed by the district	HR	100% of uncertified teachers have a written certification plan by 5/2026
	Work with uncertified personnel to provide release time and other support while they pursue completing certification	HR	70% of uncertified teachers pass the content test by EOY
	Provide mentor faculty members to work with uncertified individuals during the school year	Administrators	
2028-2029	Continue to monitor and support teacher certification	HR	95% certified core teachers
2029-2030	Continue to monitor and support teacher certification	HR	100% certified core teachers

Attestation:

The district board of trustees has reviewed and approved this plan for meeting statutory teacher certification requirements.

Board President Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

BOARD MEMBERS
ELECTIONS

BBB
(LOCAL)

PROPOSED REVISIONS

Membership	The Board shall consist of seven members.
Method of Election	Election of Board members shall be by place.
Election Date	General election of Board members shall be on the May <u>November</u> uniform election date.
Terms and Election Schedule	Board members shall be elected for three-year terms, with elections conducted annually, as follows:
Places 1 and 2	The election for places 1 and 2 shall be held in 2026, 2029, 2032, and in three-year intervals thereafter.
Places 3, 4, and 5	The election for places 3, 4, and 5 shall be held in 2027, 2030, 2033, and in three-year intervals thereafter.
Places 6 and 7	The election for places 6 and 7 shall be held in 2028, 2031, 2034, and in three-year intervals thereafter.
Method of Voting	To be elected, a candidate must receive more votes than any other candidate for the place.
Plurality	