Notice of Regular Meeting
Board of Trustees
Monday, November 16, 2026

A Regular Meeting of the Board of Trustees will be held on Monday, November 16, 2026, beginning at 6:00 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. **NOVEMBER 3, 2026 ELECTION RESULTS**
    1. Consideration and Possible Action to Canvass the Returns and Declare the Results of the November 3, 2026 Board of Trustees Election 3
    2. Administer Oath of Office to Elected Trustees
    3. Consideration and Possible Action to Re-Organize the Officers of the Clyde CISD Board of Trustees, as Set Forth in Policies BDAA (LEGAL) and BDAA(LOCAL) 8
5. **SPECIAL RECOGNITIONS AND PRESENTATIONS**
    1. Employee Recognitions
6. **RECOGNITION OF VISITORS/PUBLIC COMMENT** **10**

All persons wishing to address the Board at this time MUST complete a registration form by 3:00pm on the day of the meeting.

7. **PUBLIC HEARING: Financial Integrity Rating System of Texas (F.I.R.S.T.)**
8. **ADMINISTRATIVE REPORTS**
    1. Clyde CISD Strategic Plan Progress Report (Priority One)
    2. Campus and Departmental Reports 14
    3. Monthly Financial and Investment Reports
    4. Curriculum and Special Programs Report
        1. Results Drive Accountability Report (RDA) 15
        2. CREW Grow Your Own Grant 16
    5. Superintendent Report
        1. Enrollment and Attendance Update 17
        2. LEGISLATIVE UPDATE: Association Legislative Priorities 18
        3. Statewide Bond Election Results 33
        4. Thompson Superintendent Academy Update
        5. Next Regular Meeting of the Board of Trustees: December 14, 2026 at 6:00 PM
9. **DISCUSSION ITEMS**
    1. Discussion of Superintendent Appraisal Process/Timeline 46
    2. Facilities Planning Committee Update 53
10. **ACTION ITEMS**
    1. Consideration and Possible Action on Consent Agenda
        1. Approve Minutes of the Previous Meeting(s) 206

2. Approve Monthly Financial and Investment Reports
3. Approve 2026-2027 Clyde CISD Campus Improvement Plans 212
4. Approve Annual Payment amount to Communities in Schools in the Amount of $118,500
5. Approve the annual District Contribution Payment amount of $707,400 to Taylor-Callahan Education Cooperative.
6. Approve Donations to the District 279
7. Approve the West Texas Foodservice Cooperative Interlocal Agreement for 2026-2027

2. Discussion and Possible Action to Designate District "Non-Business Days" in Accordance with the Texas Public Information Act 280
3. Consideration and possible action to approve Bid for Purchase of Property Held in Trust by Jones County
4. Consideration and Possible Action to Adopt an Updated Resolution To Set Tax Rate.

11. **CLOSED SESSION**
    1. Pursuant to Texas Government Code Section 551.071, Consultation with Legal Counsel Regarding Legal and Procedural Matters Concerning a District Employee's Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, or Leave of Absence
    2. Pursuant to Texas Government Code Section 551.071, Consultation with Legal Counsel Regarding Other Legal and Procedural Matters
    3. Pursuant to Texas Government Code Section 551.074, Deliberation of Other Personnel Matters, including the Appointment, Employment, Reassignment, Duties, Discipline, or Leave of Absence of a District Employee
    4. Pursuant to Texas Government Code Section 551.072, Deliberation Regarding Real Property
    5. Pursuant to Texas Government Code Section 551.076, Deliberation of School Safety and Security Measures and Security Personnel
12. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
    1. Consideration and Possible Action to Approve Professional Employment
13. **BOARD REQUESTS**
14. **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 Tuesday, November 10, 2026, at 4:30PM, 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.

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

	ABSENTEE VOTING RESULTS				EARLY VOTING RESULTS				ELECTION DAY VOTING RESULTS				TOTAL VOTES
PLACE 1	Callahan	Jones	Taylor	Shackelford	Callahan	Jones	Taylor	Shackelford	Callahan	Jones	Taylor	Shackelford	
Paul Morris	9	4	0	2	490	17	20	17	151	24	8	30	772
Toni Brockway	10	1	0	1	416	11	17	6	166	11	5	10	654
Scott Berry	21	1	0	3	672	12	22	8	229	23	13	21	1025
PLACE 2	Callahan	Jones	Taylor	Shackelford	Callahan	Jones	Taylor	Shackelford	Callahan	Jones	Taylor	Shackelford	
Jay Louder	36	6	0	9	1549	39	61	33	544	54	26	57	2414

RESULTS ARE UNOFFICIAL

ANDI HOLLAND	REP	32	100.00%	668	100.00%	625	100.00%	1,325	100.00%
	Cast Votes:	32	100.00%	668	100.00%	625	100.00%	1,325	100.00%
	Undervotes:	9		69		56		134	
	Overvotes:	0		0		0		0	

Clyde Consolidated Independent School District Board of Trustees, Place 1 - Vote for none or one

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
Paul Morris		9	22.50%	490	31.05%	151	27.66%	650	30.04%
Toni Brockway		10	25.00%	416	26.36%	166	30.40%	592	27.36%
Scott Berry		21	52.50%	672	42.59%	229	41.94%	922	42.61%
	Cast Votes:	40	100.00%	1,578	100.00%	546	100.00%	2,164	100.00%
	Undervotes:	23		342		116		481	
	Overvotes:	0		0		0		0	

Clyde Consolidated Independent School District Board of Trustees, Place 2 - Vote for none or one

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
Jay Louder		36	100.00%	1,549	100.00%	544	100.00%	2,129	100.00%
	Cast Votes:	36	100.00%	1,549	100.00%	544	100.00%	2,129	100.00%
	Undervotes:	27		371		118		516	
	Overvotes:	0		0		0		0	

City of Clyde City Council Member - Vote for none, one, two or three

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
Aimee Jolly		14	40.00%	538	30.43%	163	37.21%	715	31.91%
David Mann		8	22.86%	475	26.87%	95	21.69%	578	25.79%
Danny White		4	11.43%	237	13.40%	65	14.84%	306	13.65%
Dwayne McWhorter		4	11.43%	207	11.71%	56	12.79%	267	11.91%
Jim Rector		5	14.29%	311	17.59%	59	13.47%	375	16.73%
	Cast Votes:	35	100.00%	1,768	100.00%	438	100.00%	2,241	100.00%
	Undervotes:	40		1,040		387		1,467	
	Overvotes:	0		0		0		0	

*** End of report ***

Nicole Crow

COUNTY COURT OF CALLAHAN COUNTY, TEXAS

Justice of the Peace, Precinct No. 4 - Vote for One

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		To	
David D. Doherty	REP	19	100.00%	326	100.00%	324	100.00%	669	100.0
	Cast Votes:	19	100.00%	326	100.00%	324	100.00%	669	100.0

Board of Trustees, Place 1 - Vote for None or One

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		To	
Paul Morris		0	0.00%	20	33.90%	8	30.77%	28	32.9
Toni Brockway		0	0.00%	17	28.81%	5	19.23%	22	25.8
Scott Berry		0	0.00%	22	37.29%	13	50.00%	35	41.1
	Cast Votes:	0	0.00%	59	100.00%	26	100.00%	85	100.0

Board of Trustees, Place 2 - Vote for None or One

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		To	
Jay Louder		0	0.00%	61	100.00%	26	100.00%	87	100.0
	Cast Votes:	0	0.00%	61	100.00%	26	100.00%	87	100.0

Proposition A - Vote for One

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		To	
For		945	81.68%	16,237	73.68%	4,475	72.74%	21,657	73.8
Against		212	18.32%	5,801	26.32%	1,677	27.26%	7,690	26.2
	Cast Votes:	1,157	100.00%	22,038	100.00%	6,152	100.00%	29,347	100.0

Proposition B - Vote for One

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		To	
For		941	84.70%	16,672	78.60%	4,711	79.97%	22,324	79.1
Against		170	15.30%	4,539	21.40%	1,180	20.03%	5,889	20.8
	Cast Votes:	1,111	100.00%	21,211	100.00%	5,891	100.00%	28,213	100.0

*** End of report ***

Clyde Independent School District Board of Trustees, Place 1 - Vot for none or one

Precincts			Voters		
Counted	*Total*	*Percent*	*Ballots*	*Registered*	*Percent*
0	1	0.00%	134	0	0.00%

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
PAUL MORRIS		2	33.33%	17	54.84%	30	49.18%	49	50.00%
TONI BROCKWAY		1	16.67%	6	19.35%	10	16.39%	17	17.35%
SCOTT BERRY		3	50.00%	8	25.81%	21	34.43%	32	32.65%
	Cast Votes:	6	100.00%	31	100.00%	61	100.00%	98	100.00%
	Undervotes:	4		10		22		36	
	Overvotes:	0		0		0		0	

Clyde Independent School District Board of Trustees, Place 2 - Vote for none or one

Precincts			Voters		
Counted	*Total*	*Percent*	*Ballots*	*Registered*	*Percent*
0	1	0.00%	134	0	0.00%

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
JAY LOUDER		9	100.00%	33	100.00%	57	100.00%	99	100.00%
	Cast Votes:	9	100.00%	33	100.00%	57	100.00%	99	100.00%
	Undervotes:	1		8		26		35	
	Overvotes:	0		0		0		0	

*** End of report ***

County Commissioner Pct 4
Vote For 1

	TOTAL	Absentee	Early Voting	Election Day
REP Kyle Wilburn	1,349	42	709	598
Total Votes Cast	1,349	42	709	598
Overvotes	0	0	0	0
Undervotes	206	20	127	59

Justice of the Peace
Vote For 1

	TOTAL	Absentee	Early Voting	Election Day
REP Bobby Evans	4,438	148	2,081	2,209
Total Votes Cast	4,438	148	2,081	2,209
Overvotes	0	0	0	0
Undervotes	856	66	430	360

Board of Trustees, Place 1 Clyde CISD
Vote For 1

	TOTAL	Absentee	Early Voting	Election Day
Paul Morris	45	4	17	24
Toni Brockway	23	1	11	11
Scott Berry	36	1	12	23
Total Votes Cast	104	6	40	58
Overvotes	0	0	0	0
Undervotes	56	4	25	27

Board of Trustees, Place 2 Clyde CISD
Vote For 1

	TOTAL	Absentee	Early Voting	Election Day
Jay Louder	99	6	39	54
Total Votes Cast	99	6	39	54
Overvotes	0	0	0	0
Undervotes	61	4	26	31

CITY OF ABILENE - PROPOSITION A
Vote For 1

	TOTAL	Absentee	Early Voting	Election Day
FOR	186	13	79	94
AGAINST	95	4	40	51
Total Votes Cast	281	17	119	145
Overvotes	0	0	0	0
Undervotes	18	2	5	11

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Selection of Officers

At the first meeting after each election and qualification of trustees, the members shall organize by selecting:

1. A president, who must be a member of the board.
2. A secretary, who may or may not be a member of the board.
3. Other officers and committees the board considers necessary.

Education Code 11.061(c)

Reorganization

In addition to the required post-election organization, a board may also organize at other times. *Atty. Gen. Op. MW-531 (1982)*

Duties/Powers of Board President

The duties and powers of the president of a board include, but are not limited to, the following:

1. Call a meeting of the board for the purpose of adopting a budget and provide for the publication of notice of the budget and proposed tax rate meeting under Education Code 44.004. [See CE and CCG]
2. Submit the annual financial statement to a newspaper for publication under Local Government Code 140.006. [See CFA]
3. Execute a mineral deed or lease under Education Code 11.153. [See CDB]
4. Execute the deed for the sale of property, other than minerals, held in trust for public school purposes under Education Code 11.154(b). [See CDB]

Board Officers The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. Officers shall be elected by majority vote of the members present and voting.

Vacancy A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.

Term and Duties Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions, propose resolutions, and vote on all matters coming before the Board.

Vice President The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.

Secretary The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

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:

_____

_____

Maintenance

- Number of Work Orders Submitted- 77 Opened 75 Closed Between Oct.1-Oct.31
- Average Number of Days To Complete a Work Order- 2 days 9 hours
- List Critical Facilities Issues/Needs- Fire system leak repair with added shut off valve at Auditorium (custom made 6" stainless steel riser ordered through Inca Trio), We are having all mixing valves replaced in the high school locker room showers due to age and repeating leaks. Barr Roofing is scheduled to come make some warranty repairs to the Elementary the week of 11/16.
- List Critical HVAC Issues- Elementary Gym has 1 unit down with grounded out compressors.
- Major Accomplishments over the Past Month- Catching the fire line leak before any major damage occurred.
- Major Projects Upcoming in the next 60-90 Days- Winterizing stadium locker room by adding foam board insulation to seal attic vents and adding electrical service to run heat lamps in critical locations of the attic. Winterizing other outdoor plumbing and irrigation areas. Trying to get bids on adding a sidewalk in the elementary playground and pad for an additional gasolene tank.

Transportation

- Average Daily Ridership- AM 434 PM 557
- Number of Daily Routes- AM 12 PM 13
- Number of Activity/Extra-Curricular Trips Over the Last Month- 62
- Number of Buses Currently Out of Service- 0, bus #22 had 1 injector replaced, Micro bus #1 had ac condenser fans and compressor repaired, Suburban #3 had the transmission replaced.
- Report on Any Route Disruptions over the Past Month- FM604 is currently closed South of HWY 36 for bridge repair, bus rerouted.
- Report on Any Accidents/Safety Incidents over the Past Month- None
- Current Status of Bus Driver Staffing- 2 full time drivers short
- Major Accomplishments over the Past Month- Keeping all routes covered without having to shut any down
- Major Upcoming Needs- DRIVERS, 1 driver obtained his permit and will start ACT Monday 11/16

2026 Results-Driven Accountability Report

- **Clyde CISD is not staged in any area (meets requirements)**

Bilingual Education/English as a Second Language & English Learners

Academic Achievement
Postsecondary Readiness
Disproportionate Analysis

Other Special Populations (OSP)—Dyslexia, Foster and Homeless Students

Academic Achievement
Postsecondary Readiness
Disproportionate Analysis

Special Education (SPED)

Academic Achievement
Postsecondary Readiness
Disproportionate Analysis

Performance Level Summary by Each Program Area

	2026 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	SD, SD RP	SD Year3
BE	8					*2*	*18*		
OSP	10								
SPED	13	3	3			*1*			

CREW (Center for Reigniting the Educator Workforce)
Grow Your Own Grant Awarded–Planning Amount

The West Central Texas Collaborative is comprised of:

- Clyde CCISD
- Colorado ISD
- McMurry University
- Cisco College
- ESC Region 14
- West Central Workforce Solutions

The collaborative applied and was awarded the CREW Grow Your Own Grant of $75,000 for planning and standing up a grow-your-own program in our region.

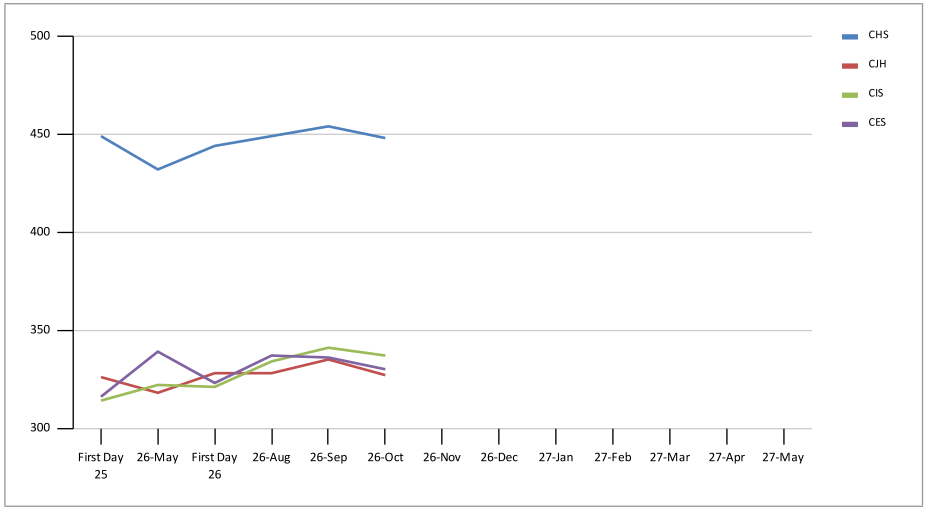
The group focused on two possible pipelines to the classroom:

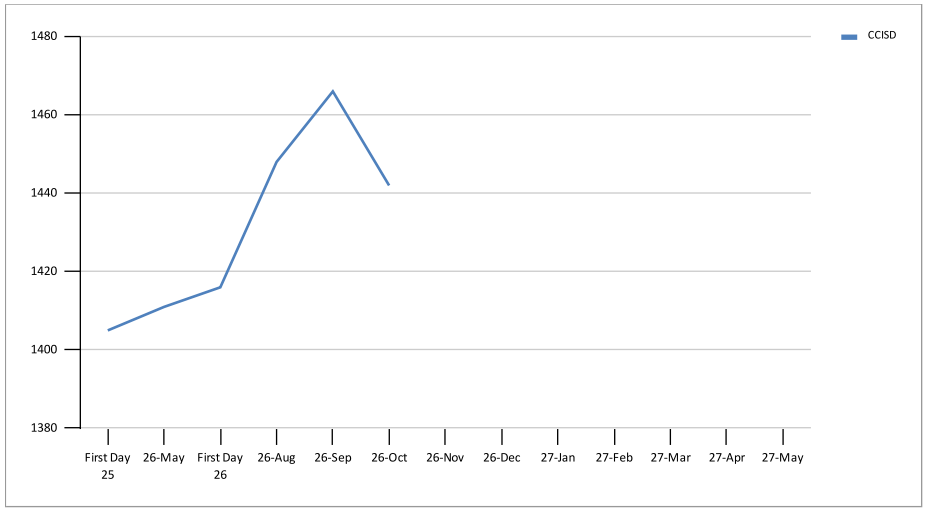
- Paraprofessional to teacher
- High school education and training students to be teachers

Paraprofessionals and education and training students submitted an interest survey.

Additional funding is potentially available from the state through the LASO 5 Grant.

Campus & District Enrollment Trend
2026-2027





	CHS	CJH	CIS	CES	CCISD
First Day 25	449	326	314	316	1405
26-May	432	318	322	339	1411
First Day 26	444	328	321	323	1416
26-Aug	449	328	334	337	1448
26-Sep	454	335	341	336	1466
26-Oct	448	327	337	330	1442
26-Nov					
26-Dec					
27-Jan					
27-Feb					
27-Mar					
27-Apr					
27-May					

TASB Advocacy Agenda Priorities

As adopted by the 2026 Delegate Assembly.

Public education is strongest when those who shape it work together. Texas Trustees encourage state policymakers and school boards to nurture a productive, collaborative relationship — one that honors the distinct but complementary roles each plays in pursuit of a common goal: ensuring every child has access to exceptional public schools.

Trustees recognize that the Texas Legislature faces the challenging task of balancing a broad range of statewide priorities and offers this agenda in the spirit of partnership and shared purpose. Public schools are the backbone of our communities, the engine of our economy, and the foundation upon which the future of our state is built.

Texas Trustees — the individuals Texans elect to govern their public schools — developed these priorities through regional grassroots meetings, deliberation through a committee elected by fellow Trustees, and a final vote of Trustees representing hundreds of school boards from across the state.

With this understanding, Trustees call upon the 90th Texas Legislature to prioritize the following:

Maintaining Safe Places to Learn and Work: School Safety and Security

Texas Trustees call upon the state to build upon its existing partnership with school districts by funding school safety and security through sustainable, dedicated, and formula-based funding that fully covers the actual and ongoing costs of all state-mandated and recommended protocols, as well as growing demands being addressed by schools statewide.

Trustees advocate for enhanced support and resources for the following:

- School security personnel and law enforcement
- Behavioral and mental health support
- Transportation safety requirements
- Equipment, training, and compliance related to safety
- Facility and infrastructure improvements required to maintain safe learning environments

Reaching Every Student: Special Education

Public schools are proud to open their doors to every student. The commitment to serve each child well — regardless of background, ability, or need — is one of public education's greatest strengths, and it deserves the full backing of the state. Texas faces a growing shortage of specialized professionals needed to fulfill that commitment, and intentional investment in this workforce is an investment in Texas students.

Trustees advocate for:

- Full reimbursement for the actual costs of providing the individualized support students are entitled to by state and federal law
- Increasing the special education full individual and initial evaluation allotment under state law to reflect the actual cost of each evaluation
- Meaningful, long-term investment in recruiting, retaining, and developing the specialized professionals who serve students with disabilities — including diagnosticians, therapists, and paraprofessionals

Building the Educational Workforce: Recruitment and Retention

Texas Trustees advocate for continued work to recruit and retain our state's educational workforce. More work is needed to increase compensation for all educators and school district employees, to expand the educational workforce in Texas, and to retain the workforce required to support student success.

Trustees urge the Legislature to:

- Review and reform educator compensation allotments — including the Teacher Incentive Allotment and Teacher and Staff Retention Allotments — to ensure funding structures support sound local staffing decisions driven by student need
- Reduce certification barriers, such as reciprocity with other states, and fees
- Strengthen TRS and healthcare benefits through increased state contributions
- Direct a comprehensive actuarial study of TRS solvency that fully accounts for the long-term fiscal impact of recent legislative changes — including the Teacher Incentive

Allotment, Teacher and Staff Retention Allotments, and Education Savings Account program
- Preserve local control over compensation decisions to meet district workforce needs

Supporting Those Closest to Students and Communities: Local Control

Texas Trustees call upon the Legislature to strengthen local control and governance, recognizing that Texas school districts serve an increasingly diverse and ever-evolving student population — with some communities experiencing rapid growth and others facing enrollment decline — and that each requires the flexibility and long-term capacity to meet its community's unique needs.

Trustees urge the Legislature to:

- Restore local discretion to direct funding and operational decisions in response to community needs
  Uphold local discretion over curriculum decisions by ensuring that funding structures and incentives support that authority
- Preserve school boards' freedom to select their own associations, service providers, and training and advocacy partners
- Prevent new restrictions on bond elections and VATREs, and ensure that ballot language requirements are truthful and accurate
- Retain district control over property funded by local taxpayers
- Provide clear statutory definitions of agency authority over school takeovers and other matters to ensure consistent and predictable implementation for school districts
- Require early notification, meaningful consultation, and input from affected school districts before approving major data center developments or related infrastructure agreements, including full disclosure of potential impacts on school district finances, water and electricity resources, and infrastructure, while ensuring that development-related costs are not shifted to school districts or local taxpayers.

Enhancing Transparency and Accountability

Texas Trustees advocate for a rigorous, consistent accountability system that measures student outcomes and financial transparency equally across all schools receiving public funds and urges the following reforms to strengthen that system for all Texas students:

- Expand the stability protections established in state law to cover all components of the accountability system — including assessment instruments, indicators, weightings, eligible industry-based certifications, career and technical education pathways, and through-year growth measures — ensuring that no changes within a five-year window narrow pathways, raise barriers, or make it more difficult for students and districts to succeed, so that students, families, and districts have the time needed to meaningfully plan and invest in a consistent system, while preserving flexibility to expand options and opportunities mid-cycle
    - Ensure that changes to accountability components take effect with student cohorts who have sufficient time remaining in their K-12 journey to benefit from district adjustments — not with students who are already in high school, where meaningful program changes become increasingly difficult and disruptive
- Ensure that student and school success is evaluated through a holistic view of student experience, opportunity, and achievement — not solely through standardized assessments
- Remove statutory authority that allows a single campus' performance to trigger consequences for an entire district, and prevent A-F labels from following children from one school to another.
- Extend the assessment exemption for emergent bilingual students to ensure that results more accurately reflect student content knowledge rather than solely the pace of their English language acquisition
- Align TEA accountability ratings with parental rights and state law so that school districts may partner with parents related to student participation in standardized assessments and accelerated instruction without penalty
- Require full transparency in the recapture system, including public reporting on how recapture dollars are collected and distributed, ensure that all recapture funds are directed exclusively to public school districts, and reinstate the early payment discount
- Require state reporting on the impact to recapture of increased student mobility caused by school choice programs including ESAs and charter schools

- Require that fiscal notes for all education legislation identify whether a bill creates a new mandate on school districts and specify whether that mandate is fully funded, partially funded, or unfunded — including a detailed accounting of all associated costs and the specific funding source or allotment designated to cover them

Clearing the Path: Streamlining Statutory Provisions and Agency Rules

Texas Trustees advocate for greater specificity and clarity in statutory provisions, recognizing that legislation that leaves room for interpretation can result in agency rules that extend beyond what the Legislature envisioned, creating unintended burdens on school districts, students, and families. Likewise, Trustees encourage a sustained effort to identify and remove regulatory red tape that diverts time, attention, and resources away from students.

Trustees urge the Texas Legislature — and in some instances Congress and relevant state and federal agencies — to:

- Fully fund all state and federal legislative and regulatory requirements
- Streamline, clarify, and repeal outdated or burdensome statutes and agency rules affecting public schools that do not demonstrably improve outcomes for students
- Review recently enacted laws and related rules to ensure practical implementation aligned with student and parent needs and legislative intent
- Conduct comprehensive and regular reviews of all state mandates imposed on school districts, evaluating each for cost, effectiveness, and continued necessity, with a presumption toward repeal or consolidation of those that are unfunded, duplicative, or no longer aligned with current educational needs
- Require that the Texas Education Agency's four-year rule review process under state law expressly evaluates the fiscal and operational impact of each agency rule on school districts and require that all other state agencies identify and disclose, as part of their rulemaking and periodic review processes, whether a proposed or reviewed rule has a fiscal or operational impact on public schools, ensuring that effects on school districts are not overlooked

Leveling the Playing Field

Texas Trustees call upon the Texas Legislature to ensure that no school receiving public funds operates without comparable accountability for student outcomes and responsible stewardship of taxpayer dollars.

Trustees urge the Legislature to:

- Enact legislation requiring all public, private, and charter schools receiving state funding to meet identical standards for academic accountability, financial transparency, and reporting, and to comply with agency rules and regulations related to pre-K-12 education
- In instances where the Legislature determines that a provision is an unnecessary burden on any type of school receiving public funds, remove it for all rather than creating sector-specific exemptions
- Require that fiscal notes for legislation creating new requirements for public schools explicitly state whether those requirements apply equally across all school types receiving public funds and, if not, provide a clear justification for the disparity

Investing in the Future of Texas

Texas Trustees advocate for fully funded and consistent investments in programs and services that yield meaningful returns — stronger student outcomes, a skilled Texas workforce, and thriving communities — including but not limited to:

- School safety and security
- Special education
- Full-day pre-kindergarten and early learning
- Student workforce development
- School nurses, counselors, and other student support professionals
- Enrollment-based funding
- Transportation

Moreover, Trustees advocate for the Legislature — in collaboration with the TEA and Comptroller — to ensure hold harmless provisions function as intended and school districts receive the funding intended when legislation was passed.

Texas Trustees stand ready to work alongside the 90th Texas Legislature in pursuit of these priorities, confident that a collaborative approach — one that draws on the expertise of local school boards and the vision of state leadership — will produce the strongest possible outcomes for Texas students, families, and communities.

2027 TASA Legislative Priorities

During the 90th session of the Texas Legislature, the Texas Association of School Administrators (TASA) will support or initiate legislation that aligns with the association's positions and priorities and work with other associations and groups to advocate for them.

Local Control

- A cornerstone priority of TASA members is local control and flexibility, as school districts must be able to respond to the differing needs of students, educators, parents, and the communities they serve.
- Support local control of school finances and oppose measures that erode local discretion.
- Oppose legislation or measures that seek to limit school districts' or administrators' ability to have representation before the Texas Legislature, state agencies, and the executive branch.
- Support Districts of Innovation in their current form.

Education Funding

- Advocate for an adequate and equitable school finance system that raises per-pupil funding to the national average.
- Advocate for local discretion with spending to ensure that the needs of students, staff, and communities are met.
- Support the use of enrollment vs. attendance as the standard for school funding.

Foundation School Program

- Oppose any cuts to school district FSP funding.
- Advocate for adequate and equitable formula-based funding that considers student and district characteristics to meet state and local standards.

Allotment of Basic Costs

- Advocate for increased funding to address rising operational costs driven by inflation, including higher property and casualty insurance premiums.
- Advocate for increased funding to cover employee benefit costs that exceed the state minimum.

School Safety

- Advocate for an increase above current funding levels of $21.10 per student and $33k per campus from the School Safety Allotment.
- Advocate for local flexibility so districts can meet student and staff safety needs while complying with state requirements.
- Support efforts to reduce travel costs and minimize time away from district duties for safety training currently offered only in San Marcos, Texas.

Instructional Materials & Technology Allotment

- Advocate for increased IMTA funding to provide districts with needed technology and instructional materials, while opposing carveouts that reduce district funding.
- Advocate for keeping state-designated OER materials optional, allowing districts to select instructional materials that best meet local student needs.
- Advocate for TEA to implement rigorous pre-publication reviews and clear timelines for the state's Curriculum to prevent future disruptions and protect public funds.

Facilities Funding

- Advocate for additional funding for the Instructional Facilities Allotment (IFA), Existing Debt Allotment (EDA), and the New Instructional Facilities Allotment (NIFA).

2027 TASA Legislative Priorities

Charter Schools

- Oppose further expansion of publicly funded charter schools, including additional campuses under existing charters, unless they are subject to the same accountability and transparency requirements as community-based public schools, including those governing special education, public notices, discipline, finances, transportation, bilingual programs, employment, parental rights, lobbying, student privacy, audits, nutrition, and nepotism.

Special Education Funding

- Advocate for increasing the Special Education Allotment at a minimum by $250 million per each year of the biennium.
- Support public schools with the staff and funding needed to comply with IDEA requirements for determining whether students entering the state's Texas Education Freedom Account Program qualify for special education services.

Teacher Retirement System

- Advocate for the continuation of the current defined benefit pension program for TRS members and advocate for an annual cost-of-living adjustment for all retirees if a study of the fund determines it will not negatively impact the actuarial soundness of the fund.
- Advocate for increased state funding to assist with increased healthcare costs associated with TRS-ActiveCare and TRS-Care.

Teacher Shortage

- Support measures that help with recruitment and retention of the workforce.
- Support expanding the Teacher Retention Allotment and Teacher Incentive Allotment eligibility for hard-to-staff positions, such as counselors and nurses.

Texas Education Freedom Account Program

- Oppose expanding the Texas Education Freedom Account program, which diverts public tax dollars to private entities, homeschool students, or parents without sufficient academic or financial accountability or transparency to the state, taxpayers, or local communities.

Assessment & Accountability

- Advocate for the establishment of a comprehensive accountability system that looks beyond high-stakes, multiple-choice exams to meaningful assessments that have value for students, parents, and teachers, as well as flexible measures that local communities value.
- Advocate for financial assistance to campuses with three consecutive failing grades, with local flexibility to address student performance and prevent further failing grades and state takeover.

Artificial Intelligence

- Support designating a leader to coordinate a statewide K-12 AI strategy and convene an advisory board of educators, parents, industry representatives, and policymakers.
- Support developing and publishing state guidance for school districts on responsible AI use by educators and students, data privacy, AI procurement, and student assessment.

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TEXAS ASSOCIATION OF RURAL SCHOOLS (TARS)
90th LEGISLATIVE SESSION PRIORITIES —

The Texas Association of Rural Schools (TARS) represents small, rural and mid-sized public school districts across Texas, with enrollments ranging from 20 to 5,000+ students. Building on the public school funding support secured in the 89th Legislature, TARS's 90th Session legislation platform recommends closing the funding gaps that most directly affect small, rural, and midsize districts. Each priority below defines the issue and recommends a solution, addressing fixed operating cost, the diseconomy of scale, the true cost of school safety compliance, small-district input as special education funding weights, and the barriers small campuses face in sustaining CTE programs.

CRITICAL LEGISLATIVE ISSUE #1: Allotment for Basic Costs (ABC)

CRITICAL LEGISLATIVE ISSUE #1: Allotment for Basic Costs (ABC)

ISSUE

The ABC (HB 2, 89th Session) funds seven fixed operating costs — transportation, retired-teacher hiring, health insurance, payroll taxes, TRS contributions, utilities, and casualty insurance — but the $106-per-student allotment falls far short of actual cost, near $600/student per interim testimony. We recognize the Legislature never represented that the ABC would cover these expenses in full. We offer these figures to provide context as lawmakers weigh whether an increase to the allotment is warranted.

SOLUTION

TARS recommends increase the per-student allotment — to approximately $250 per student — and then future indexing it to real cost growth in utilities, insurance, transportation, and retirement/payroll. To account for economies of scale, TARS also recommends a minimum floor of $250,000 for districts with fewer than 1,000 students, ensuring smaller districts aren't underfunded by a purely per-student formula. This is TARS's #1 ask for the 90th Session.

CRITICAL LEGISLATIVE ISSUE #2: Small & Mid-Sized District Allotment

ISSUE

The Small and Mid-Sized District Allotment (TEC §48.101) offsets the diseconomy of scale — the core issue at the heart of TARS's mission. The 89th Legislature raised the small-district multiplier (.0004→.00046) and mid-sized multiplier (.000025→.00003), but the gap persists: nearly a quarter of TARS respondents start teachers below $40,000 (vs. $60,000–$65,000+ in larger districts), and 55%/42% cite CTE staffing/funding barriers.

SOLUTION

TARS recommends the 90th Legislature continue increasing the TEC §48.101 multipliers beyond the 89th session's step:

- Small district multiplier: increase from .00046 to .0005
- Mid-sized district multiplier: increase from .00003 to .000035

This funding targets small and midsize issues. TARS asks that a portion target beginning-teacher pay and CTE support specifically — improving small-school funding with this allotment is the most direct mechanism for key programs to address deficiency for small schools to offer similar programs available to students in larger school districts.

ESTIMATED FISCAL IMPACT

Ballpark $150–$250M in additional state cost (the 89th's comparable step cost ~$300M); working estimate, not a certified fiscal note.

CRITICAL LEGISLATIVE ISSUE #3: School Safety Funding

ISSUE

The school safety allotment has grown three sessions running to $20/student plus $33,540/campus in 2025 (HB 2) — but still underfunds small, multi-campus districts. A ~1,000-student district with two campuses receives ~$87,000, against a real cost of $120,000–$140,000 to staff two mandated campus officers, since the officer requirement is fixed per campus while funding splits between per-student and per-campus rates.

SOLUTION

TARS recommends (1) a guaranteed floor of $150,000–$200,000 for districts under 1,600 students whose formula falls below that range, and (2) restructuring the per-campus component to reflect real officer costs — a targeted fix, not a system-wide rate increase.

Texas Association of Rural Schools (TARS) | Randy Willis, Executive Director | rwillis.tars@outlook.com |108 Wild Basin Rd, Building 2 Suite 100, Austin, Tx 78646

CRITICAL LEGISLATIVE ISSUE #4: Special Education — Intensity Model Implementation

ISSUE

The 89th Legislature adopted an eight-tier service-intensity funding model (~$850M new funding, $250M transition supplement), but 2027-28 tier weights are still being calculated from data TEA collects through 2026. Small districts face the same October 2026 IEP-mapping deadline as large districts with a fraction of the staff.

SOLUTION

TARS recommends the 90th Legislature:

- Give small-district input as tier weights and service group amounts are finalized.
- Fund ESC-based technical assistance for the new data mapping and reporting requirements.
- Extend the 2026-27 hold-harmless protection until new weights are tested statewide.

CRITICAL LEGISLATIVE ISSUE #5: TRS Retire/Rehire Flexibility

ISSUE

Small districts routinely lose hard-to-fill teachers (physics, upper-level math and Spanish) to Texas's retiree rehire rules: a retiree can return half-time after one month but must wait 12 months for full-time without losing their TRS annuity — unworkable for a district with one physics section and no bench of applicants. Hiring back more than half-time also triggers a surcharge (~15.75–16.5% pension contribution plus $535/month TRS-Care). HB 2 (89th) let districts pass the surcharge to retirees, but a targeted fix (HB 1166) died without a hearing.

SOLUTION

TARS recommends reviving HB 1166's approach: a hardship-based exception to the surcharge and/or the 12-month break-in-service rule for documented hard-to-fill positions. Low- or no-cost to general revenue since TRS deductions continue.

CRITICAL LEGISLATIVE ISSUE #6: CTE / Trade School Model for Small Districts

ISSUE

CCMR accountability rewards CTE participation and industry-based certifications (IBCs), but small districts lack the staff and equipment to compete — 55%/42% of TARS respondents cite CTE staffing/funding barriers. When TEA revises the approved IBC list (most recently 2025-30), a campus with one or two CTE staff has far less capacity to retool and offer programs than a district with a dedicated CTE director and a staff of more than 5 CTE teachers. The stakes are statewide: the Tri-Agency Workforce Initiative's Building a Talent Strong Texas plan targets 60% of Texans 25-64 holding a credential by 2030. R-PEP (HB 2209, 88th Session) shows the model works — the Rural Schools Innovation Zone raised industry-certification completion 45.5 points (2019–2022) — but small districts still navigate partnerships and TEA/TWC compliance largely alone.

SOLUTION

TARS recommends the 90th Legislature:

- Fund ESC-based CTE/CCMR technical assistance, reviving SB 2931 (89th, not enacted — technical assistant superintendents for districts under 3,000 students) with CTE/IBC/CCMR duties added. (this was suggested by the commissioner)
- Direct TWC resources (Skills Development Fund, Tri-Agency 2030 goal) toward equipment, instructor certification, and testing costs for small-district CTE/IBC programs.
- Expand and fully fund R-PEP for more shared CTE academies modeled on RSIZ, including transportation support between partner campuses.
- Build in hold-harmless protection whenever TEA revises the approved IBC list.

ADDITIONAL PRIORITIES

- Holocaust Education (THGAAC Mobile Labs) — TARS asks the 90th Legislature to support and fund the Texas Holocaust Geocide Antisemitism Advisory Committee Mobile Labs Initiative to help small and rural districts meet SB 1828 Holocaust Remembrance instruction requirements, where a significant barrier is access to vetted materials and training, so small districts do not have to build their holocaust curriculum from scratch.

Approved by Regional Directors July 2026

TACS
We can, together.

The Texas Association of Community Schools is proud to represent almost two-thirds of the small and mid-sized schools in Texas.

2026-2027 Priorities

TACS districts have historically worked alongside our stakeholders and legislators on the following priorities:

School Funding

- Support enrollment-based funding.
- Index the basic allotment used to fund high-quality programs and services for our students.
- Support legislation that increases and/or modifies the small and mid-sized district allotment to provide additional state funding specifically for qualifying traditional public schools, excluding charter schools that do not meet the same qualifying standards.
- Increase ABC allotment in order to provide for increasing school district costs for areas such as staffing, transportation, utilities, insurance, student supports, and school safety.
- Consider reducing statutory restrictions on school-district bond authority so that, subject to approval by local voters, districts have greater flexibility to finance needs.
- ISDs are uniquely positioned to expand access to full day high quality Pre-K programs with existing campuses, trained educators, transportation systems and local relationships with families. Protect local control by allowing the public school district to continue expanding their services and determining the delivery of Pre-K instruction without seeking approval from a Pre-K partnership intermediary.
- Increase transportation allotment to ensure underfunded transportation requirements are met.

(512) 440-8227 | www.TACSnet.org
Dr. Crystal White, Executive Director: cwhite@tacsnet.org
Sheri Blankenship, Deputy Executive Director: sblankenship@tacsnet.org

Local Control

- Give elected school board trustees the opportunity to make the decisions regarding facilities, personnel, expenditures, and appropriate coursework and curriculum for the students in their community.
- Strengthen local control of education service centers in order for them to continue to meet the individual needs of school districts.
- District flexibility with calendars based on community feedback and votes from their locally elected officials (trustees/board members) on what is best for their students.
- Protect local Education Foundation funds – Preserve the local control and intended purpose of funds by community-supported education foundations, ensuring dollars raised locally remain available to support the initiatives identified by the foundation board.

Strong Instructional Practices

- Full funding for pre-kindergarten student programs. This is the best research-based method to improve student achievement and academic success by the third grade.
- Adequate funding for Special Education.

Accountability

- Assessment systems that provide meaningful opportunities for each student, campus, and district to meet all local, state, and federal performance expectations.
- Oppose expanding Texas Education Freedom Account and any charter school expansion without academic and finanical transparency and accountability.

Educator Compensation

- Invest in educator compensation programs with locally developed criteria to recognize outstanding achievement and instructional practices. Included in those compensation programs would be funding to offset the additional required TRS contributions.
- Increased contributions by the state for TRS ActiveCare and TRS Care health insurance.
- Cost of living increases to retired personnel to assist in continuing to recruit and retain school employees.

Approved by Committee: October 29, 2026

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TREA Legislative Priorities

FIVE PILLARS FOR STRONGER RURAL PUBLIC SCHOOLS

Predictable funding. Meaningful local control. Opportunity for every student. TREA's 2027 agenda puts rural realities at the center of state policy.

01 Basic Funding & Operational Stability

WHY IT MATTERS

Rural districts must sustain staff, transportation, safe campuses, and facilities despite limited tax bases and higher per-student costs. Funding should reflect the students served and the real cost of operations.

LEGISLATIVE ACTION

- Increase the Basic Allotment and establish automatic, inflation-based adjustments.
- Replace Average Daily Attendance (ADA) with enrollment-based funding, with protections against funding losses during the transition.
- Increase transportation funding allocations to reflect true resource requirements, incorporating route distance, fuel consumption, ongoing fleet maintenance, and rural service areas.
- Strengthen school safety funding so security requirements do not disproportionately burden local budgets.
- Expand state support for facility construction, maintenance, and modernization.

02 Assessment, Accountability & Instructional Flexibility

WHY IT MATTERS

State testing should protect instructional time and fairly reflect rural school performance. Small student populations, limited broadband, and technology costs require practical flexibility.

LEGISLATIVE ACTION

- Replace the arbitrary 3% cap on paper-and-pencil testing with a flexible, needs-based approach for all students.
- Transition away from a test-centric accountability system for grades 3–8 by incorporating multiple indicators of school performance beyond standardized test scores.
- Implement the new state assessment system with minimal instructional disruption, administrative burden, and technology expense.
- Ensure assessments and A-F accountability recognize student growth and account for statistical volatility in small rural campuses.
- Expand reliable broadband and technology infrastructure for instruction, assessments, cybersecurity, and digital learning.

03 Local Control & Governance

WHY IT MATTERS

Rural communities need authority to shape school operations around local needs. New mandates and unnecessary compliance work consume resources that small districts need for students.

LEGISLATIVE ACTION

- Protect local board authority over innovative calendars, including four-day weeks that meet state instructional requirements.
- Preserve local voter authority over bond elections, fair and transparent ballot language, and reasonable election scheduling flexibility.
- Require full, sustainable state funding for new legislative and regulatory mandates.
- Reduce unnecessary reporting and compliance burdens; preserve local decisions on programs, staffing, operations, and resources.

04 Educator Workforce & Cost Containment

WHY IT MATTERS

Rural districts need workable ways to recruit and retain qualified educators while managing compensation, insurance, and essential operating costs.

LEGISLATIVE ACTION

- Expand certification pathways, staffing flexibility, and recruitment incentives while maintaining educator quality.
- Expand statewide purchasing and cost-sharing for fuel, utilities, property insurance, cybersecurity, and other essential services.
- Increase state contributions toward employee health insurance to reduce premium costs for educators and districts.

05 Equitable Student Funding & Rural Protections

WHY IT MATTERS

Enrollment, geography, and local property wealth should not determine access to specialized instruction, early learning, or student support services.

LEGISLATIVE ACTION

- Fully fund special education through the state's service-based model, including rural staffing, transportation, evaluation, and service-delivery costs.
- Provide adequate, sustainable funding for full-day prekindergarten.
- Strengthen and protect the Small and Mid-Sized District Allotment to reflect economies of scale and higher rural per-student costs.
- Repeal Education Savings Accounts (ESAs) to safeguard state resources and secure sustainable funding for public schools.
- Ensure equitable access to specialized programs, student supports, and educational opportunities across all districts.



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TEXAS SCHOOL DISTRICT BOND ELECTION SUMMARY NOVEMBER 2026

STRENGTH ★ MOMENTUM ★

OVERVIEW OF BOND ELECTION (NOVEMBER 2026)

In the November 2026 election, a total of **23 propositions passed**, amounting to **$1.155 billion.** This reflects a success rate of **14.7%** based on the total dollar amount proposed across all propositions.

Key Insights

1. Throughout the State, **32 different school districts** held a **November 2026** bond election, with a total of **76 different propositions** on the ballot

2. **Success Rate by Number of Propositions:**

   - Out of **76 total propositions, 23 passed**, indicating a success rate of approximately **30.3%** based on the number of propositions

3. **Success Rate by Dollar Amount:**

   - The total dollar amount proposed was **$7.866 billion,** with **$1.155 billion passing**. This results in a success rate of **14.7%** by dollar amount

Proposition & Dollar Amount

Year	Propositions	Dollar Amount	
2022	346	$32.107 billion	The highest number recorded up until that time, indicating a broad range of needs across districts while taking advantage of lower interest rates.
2023	375	$43.174 billion	Continuing the trend of high demand. The highest number recorded, indicating a broad range of needs across districts while taking advantage of lower interest rates.
2024	275	$20.743 billion	Dropped significantly as issuers faced uncertainty with regards to Fed policy and Presidential election. Drop in US benchmark yields continued the upward trend when compared to 2020 and 2021 but uncertainty with regards to Fed policy and US elections resulted in a significant drop from 2022 and 2023.
2025	288	$23.573 billion	Voters recognized the importance of investing in educational technology, safety improvements, and infrastructure. Significant propositions included funding for career and technical education, technology upgrades, and enhanced student safety measures.
2026	202	$20.378 billion	Voters recognized the importance of investing in educational technology, safety improvements, and infrastructure. Significant propositions included funding school buildings, technology upgrades, and athletic improvements, with strong support in May but far fewer approvals in November.

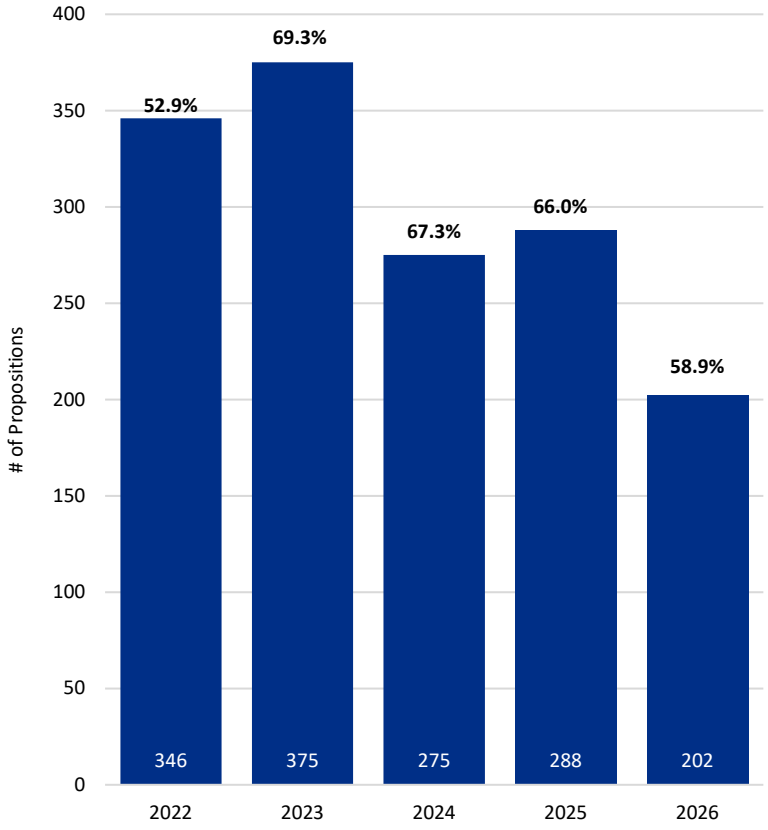
Approval Rates

Year	Approval Rates by # Propositions	Approval Rates by $ Propositions
2022	52.89%	70.37%
2023	69.33%	84.99%
2024	67.27%	52.42%
2025	65.97%	78.32%
2026	58.91%	61.09%

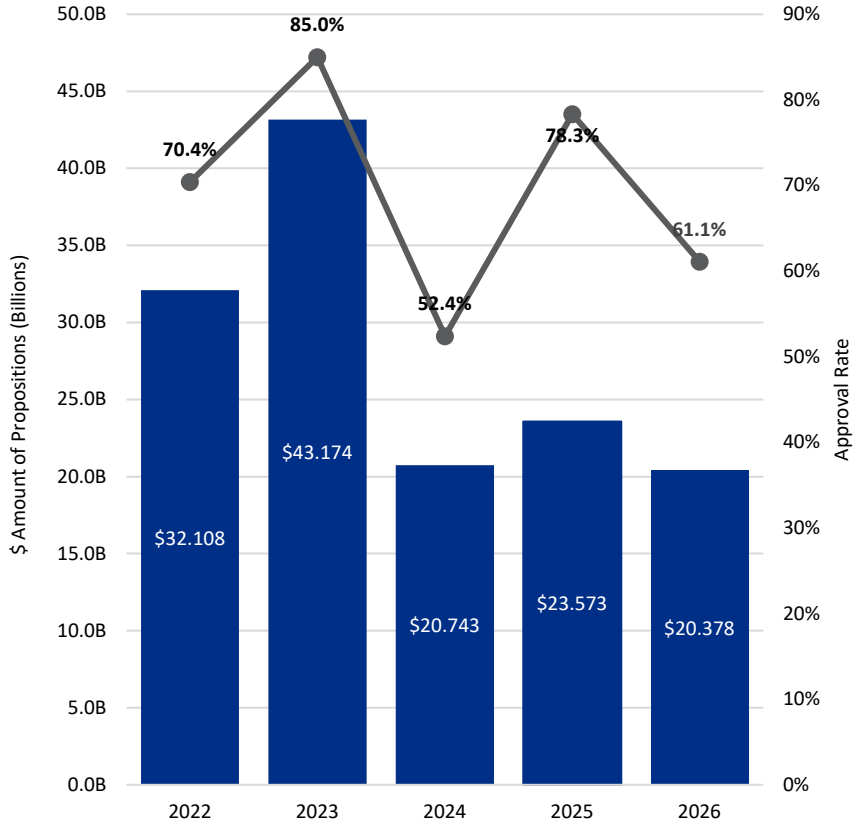
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HISTORICAL BOND ELECTION RESULTS

Historical Approval Rate *(by No. of ISD Proposition)*



Historical Approval Rate *(by Dollar Amount)*



Source: Municipal Advisory Council of Texas and individual district websites

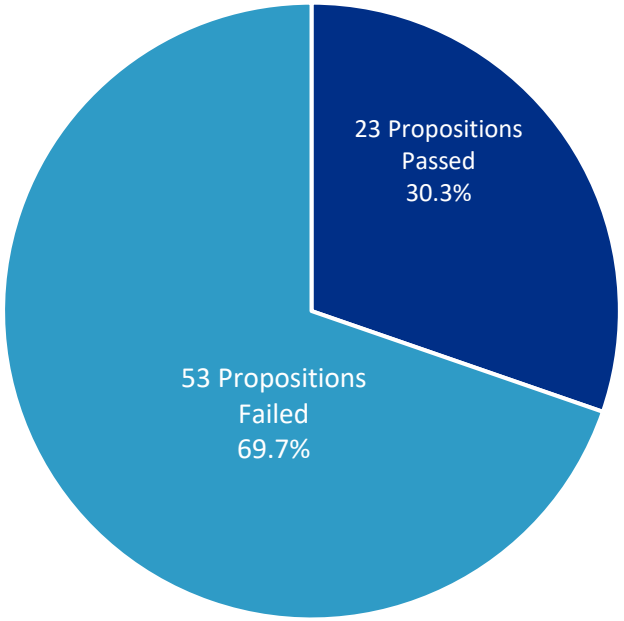
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UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

Texas School District November 2026 Bond Election Results

(by Number of Propositions)

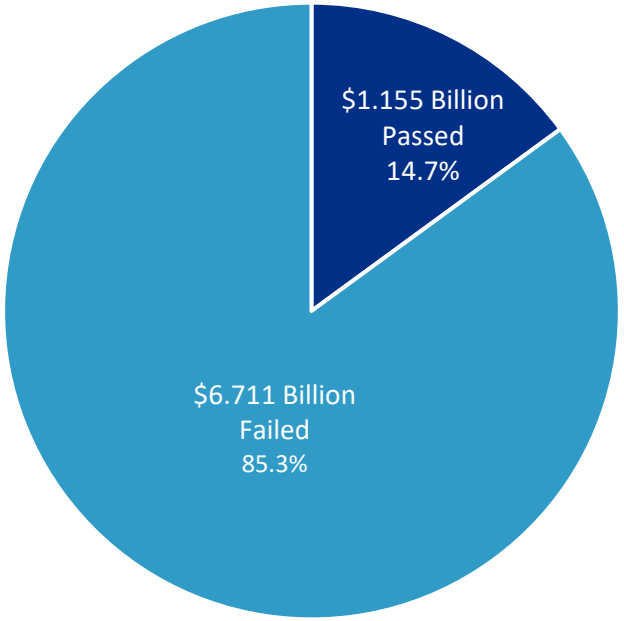
76 Total Propositions



Texas School District November 2026 Bond Election Results

(by $ Amount)

$7.866 Billion Total Par Amount



Source: Municipal Advisory Council of Texas and individual district websites

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HISTORICAL BOND ELECTION RESULTS – ELECTION CYCLE DETAIL

	Total # of Propositions	# of Propositions Passed	% Proposition Passed	Total $ of Propositions	Total Propositions Passed (by $)	% Passed (by $)
May 2021	123	102	82.9%	$7,120,588,045	$6,566,917,761	92.2%
Nov 2021	110	50	45.5%	$8,686,628,498	$5,244,992,860	60.4%
Total 2021	**233**	**152**	**65.2%**	**$15,807,216,543**	**$11,811,910,621**	**74.7%**
May 2022	207	104	50.2%	$16,659,035,235	$10,446,980,880	62.7%
Nov 2022	139	79	56.8%	$15,448,493,126	$12,146,313,157	78.6%
Total 2022	**346**	**183**	**52.9%**	**$32,107,528,361**	**$22,593,294,037**	**70.4%**
May 2023	233	182	78.1%	$24,905,013,159	$21,632,374,741	86.9%
Nov 2023	142	78	54.9%	$18,269,188,901	$15,061,055,933	82.4%
Total 2023	**375**	**260**	**69.3%**	**$43,174,202,060**	**$36,693,430,674**	**85.0%**
May 2024	211	154	73.0%	$10,176,850,820	$7,633,831,783	75.0%
Nov 2024	64	31	48.4%	$10,566,384,998	$3,238,891,344	30.7%
Total 2024	**275**	**185**	**67.3%**	**$20,743,235,818**	**$10,872,723,127**	**52.4%**
May 2025	178	140	78.7%	$13,187,335,352	$11,773,022,313	89.3%
Nov 2025	110	50	45.5%	$10,385,756,250	$6,689,975,493	64.4%
Total 2025	**288**	**190**	**66.0%**	**$23,573,091,602**	**$18,462,997,806**	**78.3%**
May 2026	126	96	76.2%	$12,512,291,290	$11,293,995,790	90.3%
Nov 2026	76	23	30.3%	$7,866,013,888	$1,154,544,112	14.7%
Total 2026	**202**	**119**	**58.9%**	**$20,378,305,178**	**$12,448,539,902**	**61.1%**

Source: Municipal Advisory Council of Texas and individual district websites

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PROJECT DETAIL RESULTS

School District/Proposition	# Propositions	# Passed	% of # Passed	# Failed	% of # Failed	$ Passed	% of $ Passed	$ Failed	% of $ Failed
Athletic Improvements	12	2	16.7%	10	83.3%	$293,445,305	75.7%	$94,095,446	24.3%
School Building & Buses	11	3	27.3%	8	72.7%	$135,070,000	4.4%	$2,943,750,000	95.6%
Technology	11	3	27.3%	8	72.7%	$9,000,000	1.5%	$590,200,000	98.5%
School Building	8	3	37.5%	5	62.5%	$61,775,000	10.8%	$507,710,000	89.2%
School Building & Security	8	1	12.5%	7	87.5%	$391,500,000	14.8%	$2,259,825,679	85.2%
Refunding Mtc Tax Notes	5	2	40.0%	3	60.0%	$8,930,000	26.5%	$24,750,000	73.5%
Stadium	5	1	20.0%	4	80.0%	$7,334,915	8.8%	$76,150,000	91.2%
Natatorium	3	0	0.0%	3	100.0%	$0	0.0%	$94,492,510	100.0%
Teacher/Employee Housing	3	2	66.7%	1	33.3%	$16,594,464	76.8%	$5,000,000	23.2%
Multi-Purpose Center	2	1	50.0%	1	50.0%	$36,115,678	37.5%	$60,162,178	62.5%
Recreation	1	0	0.0%	1	100.0%	$0	0.0%	$30,420,000	100.0%
Refunding	1	0	0.0%	1	100.0%	$0	0.0%	$1,000,000	100.0%
School Building & Athletics	1	0	0.0%	1	100.0%	$0	0.0%	$23,913,963	100.0%
School Improvements	1	1	100.0%	0	0.0%	$88,500,000	100.0%	$0	0.0%
Total	**76**	**23**	**30.3%**	**53**	**69.7%**	**$1,154,544,122**	**14.7%**	**$6,711,469,776**	**85.3%**

Source: Municipal Advisory Council of Texas and individual district websites

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

	School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
1	**Bartlett ISD**	**$4,300,000**					
	Prop A - Refunding Mtc Tax Notes	$3,300,000	-	$3,300,000	54	142	27.6%
	Prop B - Refunding	$1,000,000	-	$1,000,000	57	138	29.2%
2	**Bay City ISD**	**$8,000,000**					
	Prop - Refunding Mtc Tax Notes	$8,000,000	$8,000,000	-	2,765	2,292	54.7%
3	**Channelview ISD**	**$165,140,000**					
	Prop A - School Building & Buses	$106,825,000	-	$106,825,000	3,044	4,735	39.1%
	Prop B - Technology	$19,080,000	-	$19,080,000	2,454	5,256	31.8%
	Prop C - Athletic Improvements	$8,815,000	-	$8,815,000	2,112	5,556	27.5%
	Prop D - Recreation	$30,420,000	-	$30,420,000	2,375	5,228	31.2%
4	**Childress ISD**	**$133,900,000**					
	Prop A - School Improvements	$88,500,000	$88,500,000	-	1,227	452	73.1%
	Prop B - School Building	$36,300,000	$36,300,000	-	1,134	538	67.8%
	Prop C - Athletic Improvements	$9,100,000	$9,100,000		1,040	633	62.2%
5	**Comal ISD**	**$567,000,000**					
	Prop A - School Building & Buses	$539,955,000	-	$539,955,000	26,541	40,284	39.7%
	Prop B - Technology	$27,045,000	-	$27,045,000	26,445	40,402	39.6%
6	**Crosby ISD**	**$208,280,000**					
	Prop A - School Building & Security	$98,280,000	-	$98,280,000	3,303	7,514	30.5%
	Prop B - School Building	$110,000,000	-	$110,000,000	3,387	7,394	31.4%

Source: Municipal Advisory Council of Texas and individual district websites

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

	School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
7	**Cypress-Fairbanks ISD**	**$1,636,520,000**					
	Prop A - School Building & Buses	$1,299,520,000	-	$1,299,520,000	60,707	103,918	36.9%
	Prop B - Technology	$256,075,000	-	$256,075,000	59,334	104,289	36.3%
	Prop C - Stadium	$60,800,000	-	$60,800,000	44,021	118,298	27.1%
	Prop D - Natatorium	$20,125,000	-	$20,125,000	46,087	115,552	28.5%
8	**Denver City ISD**	**$42,000,000**					
	Prop A - School Building & Buses	$12,000,000	-	$12,000,000	603	608	49.8%
	Prop B - Athletic Improvements	$30,000,000	-	$30,000,000	476	738	39.2%
9	**Eagle Mountain-Saginaw ISD**	**$20,000,000**					
	Prop A - Refunding Mtc Tax Notes	$20,000,000	-	$20,000,000	12,931	29,687	30.3%
10	**Falls City ISD**	**$11,000,000**					
	Prop A - School Building & Buses	$7,500,000	-	$7,500,000	402	402	50.0%
	Prop B - Athletic Improvements	$3,500,000	-	$3,500,000	315	489	39.2%
11	**Florence ISD**	**$1,450,000**					
	Prop A - Refunding Mtc Tax Notes	$1,450,000	-	$1,450,000	701	1,139	38.1%
12	**Graham ISD**	**$60,000,000**					
	Prop A - School Building & Security	$60,000,000	-	$60,000,000	2,454	2,589	48.7%
13	**Irving ISD**	**$952,335,961**					
	Prop A - School Building & Security	$552,173,783	-	$552,173,783	17,897	22,448	44.4%
	Prop B - School Building	$300,000,000	-	$300,000,000	15,792	23,888	39.8%
	Prop C - Technology	$40,000,000	-	$40,000,000	15,987	24,162	39.8%
	Prop D - Multi-Purpose Center	$60,162,178	-	$60,162,178	17,482	22,783	43.4%

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
14 Karnes City ISD	**$128,000,000**					
Prop A - School Building & Buses	$123,000,000	$123,000,000	-	788	672	54.0%
Prop B - Teacher/Employee Housing	$5,000,000	-	$5,000,000	597	840	41.5%
15 Keller ISD	**$828,107,815**					
Prop A - School Building & Security	$756,300,896	-	$756,300,896	33,451	38,335	46.6%
Prop B - Technology	$28,000,000	-	$28,000,000	31,536	40,318	43.9%
Prop C - Natatorium	$8,867,510	-	$8,867,510	29,193	42,143	40.9%
Prop D - Athletic Improvements	$11,025,446	-	$11,025,446	25,654	45,402	36.1%
Prop E - School Building & Athletics	$23,913,963	-	$23,913,963	24,240	46,102	34.5%
16 Leon ISD	**$43,731,000**					
Prop A - School Building & Security	$27,576,000	-	$27,576,000	745	755	49.7%
Prop B - Stadium	$10,655,000	-	$10,655,000	614	879	41.1%
Prop C - Athletic Improvements	$5,500,000	-	$5,500,000	557	944	37.1%
17 Lorenzo ISD	**$11,400,000**					
Prop A - School Building & Buses	$10,470,000	$10,470,000	-	207	139	59.8%
Prop B - Refunding Mtc Tax Notes	$930,000	$930,000	-	203	143	58.7%
18 Manor ISD	**$400,000,000**					
Prop A - School Building & Security	$391,500,000	$391,500,000	-	12,458	10,099	55.2%
Prop B - Technology	$8,500,000	$8,500,000	-	11,798	10,660	52.5%
19 McDade ISD	**$4,500,000**					
Prop A - School Building	$4,500,000	-	$4,500,000	302	447	40.3%

Source: Municipal Advisory Council of Texas and individual district websites

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

	School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
20	**McKinney ISD**	**$500,000,000**					
	Prop A - School Building & Buses	$430,950,000	-	$430,950,000	25,174	33,240	43.1%
	Prop B - Technology	$62,000,000	-	$62,000,000	23,270	34,804	40.1%
	Prop C - Athletic Improvements	$4,500,000	-	$4,500,000	21,187	36,972	36.4%
	Prop D - Stadium	$2,550,000	-	$2,550,000	17,778	40,351	30.6%
21	**Northside ISD**	**$886,245,000**					
	Prop - School Building & Security	$764,745,000	-	$764,745,000	107,063	117,235	47.7%
	Prop - Technology	$56,000,000	-	$56,000,000	98,300	124,409	44.1%
	Prop - Natatorium	$65,500,000	-	$65,500,000	92,160	130,317	41.4%
22	**Olton ISD**	**$1,600,000**					
	Prop A - School Building & Buses	$1,600,000	$1,600,000	-	41	16	71.9%
23	**Pecos-Barstow-Toyah ISD**	**$448,469,112**					
	Prop B - Capital & Program Projects	$76,624,940	$76,624,940	-	1,267	904	58.4%
	Prop C - Athletic Improvements	$284,345,305	$284,345,305	-	1,153	995	53.7%
	Prop D - Multi-Purpose Center	$36,115,678	$36,115,678	-	1,122	1,029	52.2%
	Prop E - Stadium	$7,334,915	$7,334,915	-	1,142	1,009	53.1%
	Prop F - Street & Sidewalk Repair	$27,528,810	$27,528,810	-	1,234	920	57.3%
	Prop G - Teacher/Employee Housing	$16,519,464	$16,519,464	-	1,225	953	56.2%

Source: Municipal Advisory Council of Texas and individual district websites

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
24 Pringle-Morse CISD	**$2,400,000**					
Prop A - Facility Improvements & Transportation	$1,715,000	$1,715,000	-	91	36	71.7%
Prop B - Recreational Facilities	$410,000	$410,000	-	83	48	63.4%
Prop C - Technology	$200,000	$200,000	-	92	34	73.0%
Prop D - Teacher/Employee Housing	$75,000	$75,000	-	96	32	75.0%
25 Rice CISD	**$55,000,000**					
Prop A - School Building & Buses	$55,000,000	-	$55,000,000	866	1,205	41.8%
26 Richland Springs ISD	**$4,500,000**					
Prop A - School Building	$4,200,000	$4,200,000	-	181	137	56.9%
Prop B - Technology	$300,000	$300,000	-	185	126	59.5%
27 Robinson ISD	**$81,210,000**					
Prop A - School Building	$81,210,000	-	$81,210,000	2,219	3,014	42.4%
28 San Antonio ISD	**$600,000,000**					
Prop A - School Building & Buses	$492,000,000	-	$492,000,000	32,754	37,381	46.7%
Prop B - Technology	$102,000,000	-	$102,000,000	30,857	38,699	44.4%
Prop C - Athletic Improvements	$6,000,000	-	$6,000,000	26,745	42,765	38.5%

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DETAILED UNOFFICIAL BOND ELECTION RESULTS — NOVEMBER 3, 2026

School District / Proposition	Election Amount	Amount Approved	Amount Failed	Votes For	Votes Against	% Vote to Pass
29 San Augustine ISD	**$750,000**					
Prop A - School Building & Security	$750,000	-	$750,000	554	980	36.1%
30 Stockdale ISD	**$3,000,000**					
Prop A - Athletic Improvements	$855,000	-	$855,000	581	1,366	29.8%
Prop B - Stadium	$2,145,000	-	$2,145,000	410	1,550	20.9%
31 Teague ISD	**$42,175,000**					
Prop A - School Building	$21,275,000	$21,275,000	-	1,206	929	56.5%
Prop B - Athletic Improvements	$20,900,000	-	$20,900,000	997	1,153	46.4%
32 Weimar ISD	**$15,000,000**					
Prop A - School Building	$12,000,000	-	$12,000,000	904	1,072	45.7%
Prop B - Athletic Improvements	$3,000,000	-	$3,000,000	708	1,266	35.9%
Total	**$7,866,013,888**	**$1,154,544,112**	**$6,711,469,776**	**1,027,972**	**1,578,569**	

Source: Municipal Advisory Council of Texas and individual district websites

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CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Bryan W. Allen, Superintendent

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SUPERINTENDENT EVALUATION TIMELINE

November Board Meeting: Board and superintendent will review the timeline and the instrument to be used for the superintendent evaluation.

December Board Meeting: Superintendent will distribute the evaluation documents to each Board member. These documents will include relevant Board Policies, a blank copy of the board approved evaluation instrument, and supporting statements and materials from the superintendent to help each board member make a well-informed evaluation/rating. This packet will also include a copy of the superintendent's current contract and a copy of the most recent TASB Superintendent Salary report.

Between December and January Board Meeting: Each board member will complete an individual evaluation on the superintendent. These will be submitted to the Board President prior to the January board meeting.

January Board Meeting: In closed session, the superintendent will be excused by the Board President. The board president will lead a discussion to come to consensus on each part of the evaluation. The superintendent will then join the closed meeting, and the Board will furnish the superintendent with a copy of the completed evaluation and will discuss its conclusions with the superintendent.

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

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Bryan W. Allen, Superintendent

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Superintendent Evaluation Instrument

Superintendent: Bryan W. Allen Date of Review: January, 2027

Appraiser:_____ Performance Period: from January 2026 to January 2027

Major Job Goal: The Superintendent of Schools shall report to the Board of Trustees and be responsible for overall district leadership, administration, and management.

Directions: Review the indicators of effective performance under each domain for evaluation. Use the rating scale to rate each domain. Use the "comments" sections at the end of each domain to note specific aspects of the superintendent's performance that merit commendation or that represent deficiencies.

Rating Scale:

5 **Clearly Outstanding:** The Board or board member is very pleased with this aspect of the District or program. The superintendent should expend only adequate time and effort to maintain this level of performance.

4 **Above Standard Expectations:** The Board or board member is pleased with this aspect of the District or program. The superintendent should devote time and effort to maintenance at this level and pursue excellence at the appropriate time.

3 **Meets Standard Expectations:** While the Board or board member recognizes that this aspect of the District or program is acceptable, the superintendent should develop a plan and expend time and effort on improvements in this area.

2 **Below Standard Expectations**: The Board or board member has identified this aspect of the District or program as an area targeted for improvements. The superintendent should devote considerable time and effort to this end.

1 **Unacceptable:** The Board or board member is completely displeased with this aspect of the District or program. Improvement must occur immediately. The superintendent must make every effort to set and reach goals in a timely manner.

A rating of 2.0 or below in any domain should be accompanied by written comments specifying the reasons for the rating

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1. **The superintendent continuously works to ensure excellence in academic growth and achievement, as set forth in the Clyde CISD Strategic Direction Scorecard Section 1.1.**

   Circle one: 5 4 3 2 1

   COMMENTS:

2. **The superintendent continuously works to ensure that all students are college and/or career and/or military ready, as set forth in the Clyde CISD Strategic Direction Scorecard Section 1.2.**

   Circle one: 5 4 3 2 1

   COMMENTS:

3. **The superintendent continuously works to ensure the safety and well-being of all students, as set forth in the Clyde CISD Strategic Direction Scorecard Section 1.3.**

   Circle one: 5 4 3 2 1

   COMMENTS:

4. **The superintendent continuously works to ensure a high level of student engagement in extra-curricular and co-curricular activities, as set forth in the Clyde CISD Strategic Direction Scorecard Section 1.4.**

   Circle one: 5 4 3 2 1

   COMMENTS:

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5. **The superintendent continuously works to enhance and improve compensation and benefits to all employees, as set forth in the Clyde CISD Strategic Direction Scorecard Section 2.1.**

   Circle one: 5 4 3 2 1

   COMMENTS:

6. **The superintendent continuously works to recruit and retain highly effective staff, as set forth in the Clyde CISD Strategic Direction Scorecard Section 2.2.**

   Circle one: 5 4 3 2 1

   COMMENTS:

7. **The superintendent continuously works to build capacity and enhance training for teachers and staff, as set forth in the Clyde CISD Strategic Direction Scorecard Section 2.3.**

   Circle one: 5 4 3 2 1

   COMMENTS:

8. **The superintendent continuously works to increase parent/family engagement and satisfaction, as set forth in the Clyde CISD Strategic Direction Scorecard Section 3.1.**

   Circle one: 5 4 3 2 1

   COMMENTS:

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9. **The superintendent continuously works to ensure strong community partnerships, as set forth in the Clyde CISD Strategic Direction Scorecard Section 3.2.**

   Circle one: 5 4 3 2 1

   COMMENTS:

10. **The superintendent continuously works to ensure long-range facility and asset planning, as set forth in the Clyde CISD Strategic Direction Scorecard Section 4.1.**

    Circle one: 5 4 3 2 1

    COMMENTS:

11. **The superintendent continuously works to promote operational efficiency and streamlined processes throughout the district, as set forth in the Clyde CISD Strategic Direction Scorecard Section 4.2.**

    Circle one: 5 4 3 2 1

    COMMENTS:

12. **The superintendent continuously works to ensure financial stewardship and transparent budget development processes, as set forth in the Clyde CISD Strategic Direction Scorecard Section 4.3.**

    Circle one: 5 4 3 2 1

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COMMENTS:

Summary Appraisal Report

OVERALL RATING (Sum of all points earned in Domains 1-12): _____

Rating Scale

45-60	**Exceptional**	**Performance exceeds expectations**
30-44	**Proficient**	**Performance meets expectations**
0-29	**Needs Improvement**	**Performance does not meet expectations**

Any rating of 2.0 or below in any area should be accompanied by written comments specifying the reasons for the rating. The board member has the option of attaching an addendum.

Summary Comments:

Growth Plan: _____ None Needed _____ Attached

Signatures:

Superintendent: _____ Date: _____

Board President: _____ Date: _____

Board Vice President: _____ Date: _____

Board Secretary: _____ Date: _____

Board Trustee: _____ Date: _____

Board Trustee: _____ Date: _____

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Committed to Success.

Board Trustee: _____ Date: _____

Board Trustee: _____ Date: _____



CLYDE CISD

Facility Planning Committee

Meeting #1

AGENDA

- Welcome + Introductions
- About Clyde CISD
- Committee Overview & Purpose
- Community Survey Results
- Demographic Study
- Tour / Next Steps

Group Introductions



1. Name
2. Profession/Role in the community
3. **One Word** about Clyde CISD

ONE WORD


PERSONAL
blessed
refreshing
family
inviting
special
friendship
launch
OPPORTUNITY
busy
HOME
PRIDE
future
change
tight-knit
COMMUNITY
exciting
heart
tradition
caring
great school
greatness
potential
smaller
leadership
teamwork
hopeful
passion
connections
accepting
supportive
great-kids
champions

About Clyde CISD



CLYDE CISD MISSION & VISION

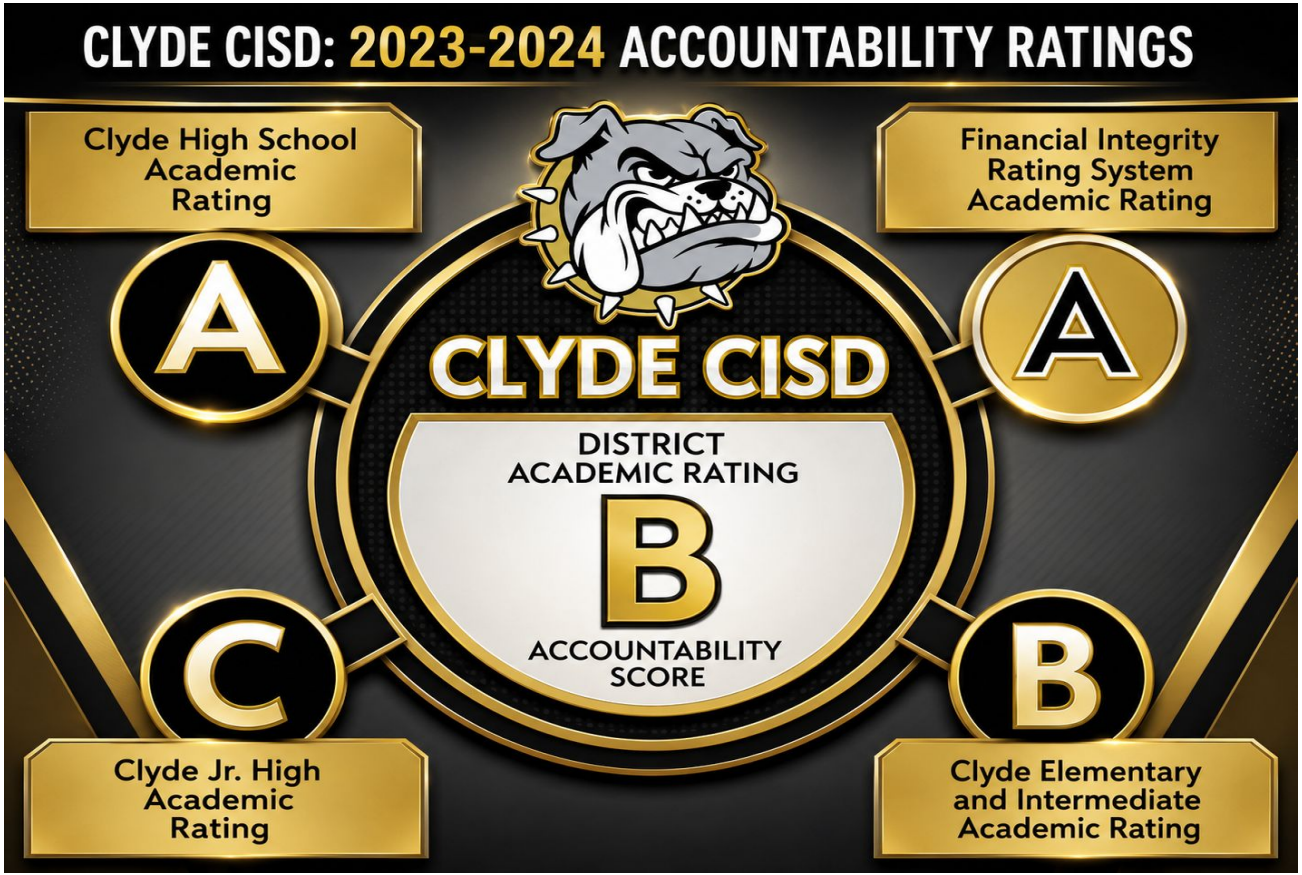
MISSION STATEMENT:

Our Mission is to value, nurture and empower each student to build confidence, perseverance and adaptability so they become successful and resilient servant leaders.

VISION STATEMENT:

Empowering Leaders, Committed to Success

DISTRICT HIGHLIGHTS



FACILITY PLANNING COMMITTEE

DISTRICT HIGHLIGHTS
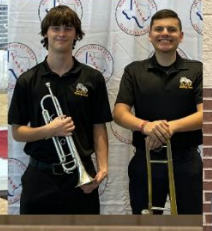


















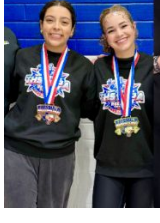
















Committee Overview & Purpose



COMMITTEE CHARGES

- Assess and prioritize Clyde CISD current and long-term facility needs including, but not limited to:
  - District growth and capacity, building age, safety and condition, land acquisition, evolving educational delivery and programs, energy efficiency and sustainable features
- Develop and prioritize potential projects, including new construction, renovations/additions, technology, equipment and other areas that may arise from community input
- Consider the educational needs of all students and align recommendations with the district's mission, vision and goals
- Represent the entire school district community, values and perceptions, and seek input from other residents
- Consider the district's current financial position and funding methods to develop a master plan recommendation that is fiscally sound
- Make a recommendation to the Board of Trustees that addresses the district's growth and facility needs based on the identified priorities

PARAMETERS

The Committee shall engage in productive dialogue, strive to be objective and maintain a district-level perspective at all times.

The Committee should make recommendations that are based on current, relevant data and best practices, and adhere to law and policy that govern school construction and bond issue requirements.

The Committee process will be transparent. All presentations, materials and meeting minutes will be posted online for Committee member use and public consumption.

The Committee will establish its own goal for consensus and agree on recommendations proceeding when such consensus is met.

The Board of Trustees shall make a final decision.

FACILITY PLANNING PROCESS STEPS

ASSESS

Assess needs at existing facilities

Identify deficiencies and inequities at existing campuses

REVIEW

Review financial data

Understand the financial capacity and implications

STUDY

Study demographics & enrollment projections

ALIGN

Align around Final Plan for Committee, Board, and Community

Ongoing Responsibilities of Clyde CISD

FACILITY PLANNING PROCESS STEPS

PRIORITIZE

Prioritize potential projects

Develop consensus on how to address the district's needs

RECOMMEND

Present findings and make recommendations

CONSIDER

Board should determine actions and make a final decision

Responsibilities of Facility Planning Committee

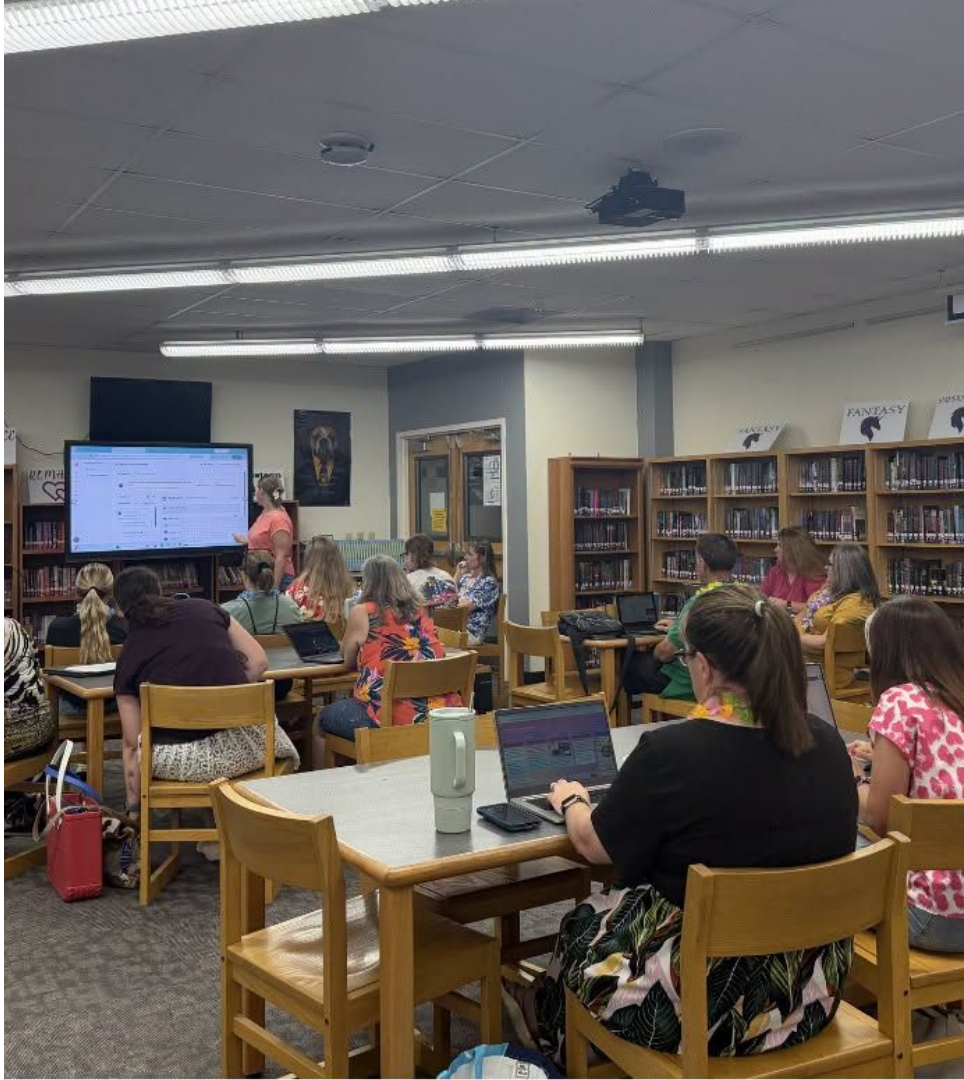
COMMITTEE OVERVIEW



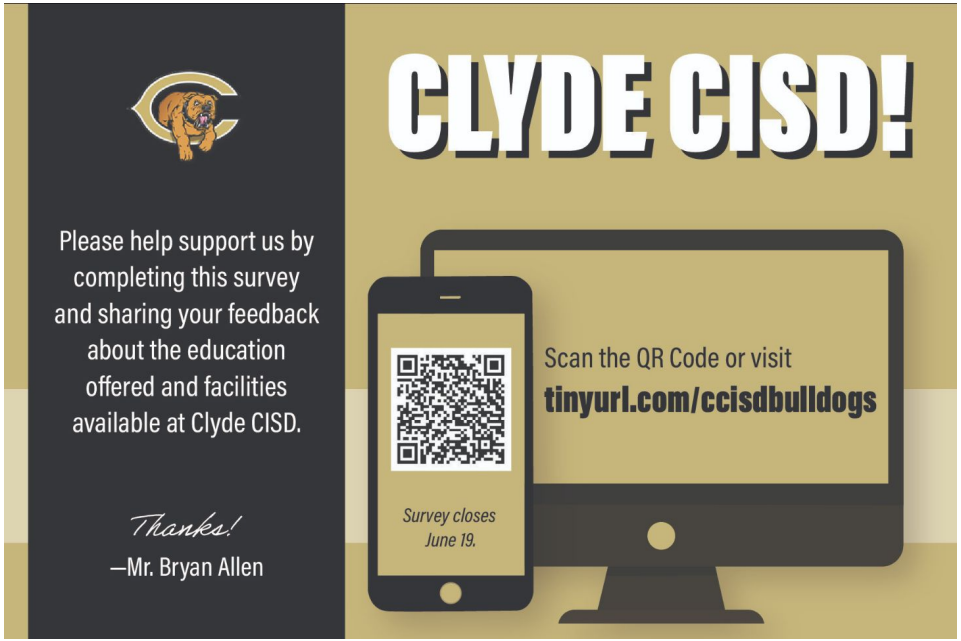
In the upcoming meetings, the Committee will discuss the following topics:

1. CCISD Demographic Study
2. Facility and Infrastructure Needs
3. School Finance
4. Potential Solutions & Costs
5. Final Board Recommendation

Community Survey Results



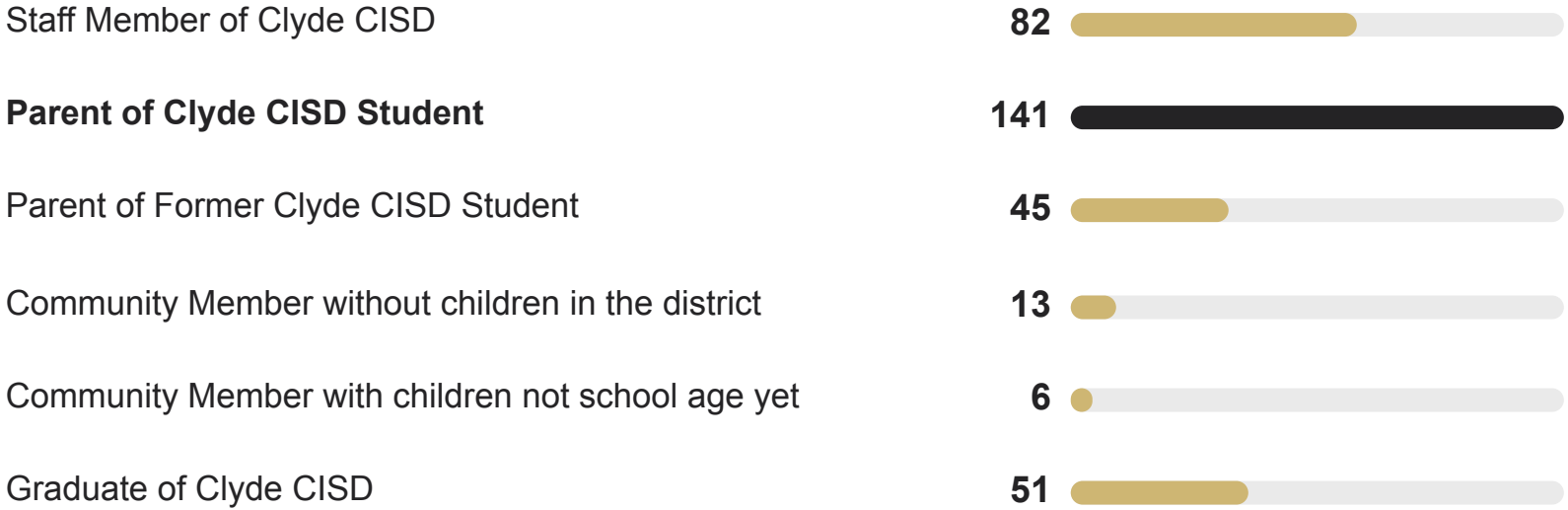
SURVEY OVERVIEW



- Advertised on Clyde CISD Facebook Page and in the newspaper
- Survey open for 5 weeks
- 197 responses received
  - **73%** of respondents were ages 30-54
  - **57%** of respondents have lived in Clyde CISD for 8+ years
  - **86%** of respondents were female

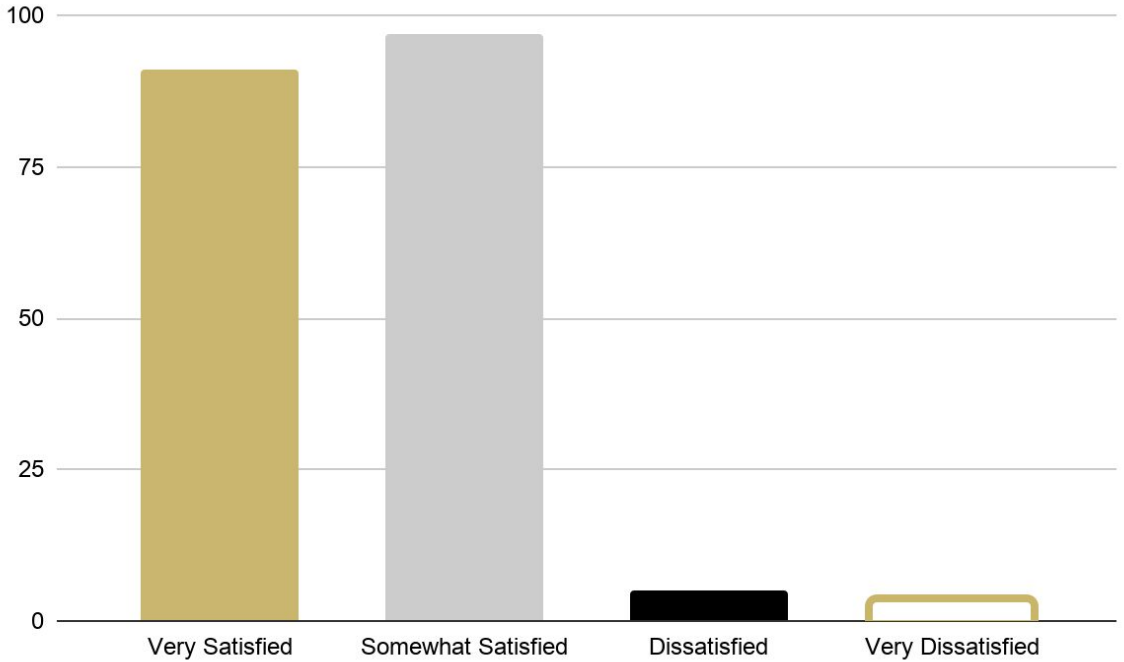
SURVEY QUESTION

Let us know more about you. **Check all that apply.**



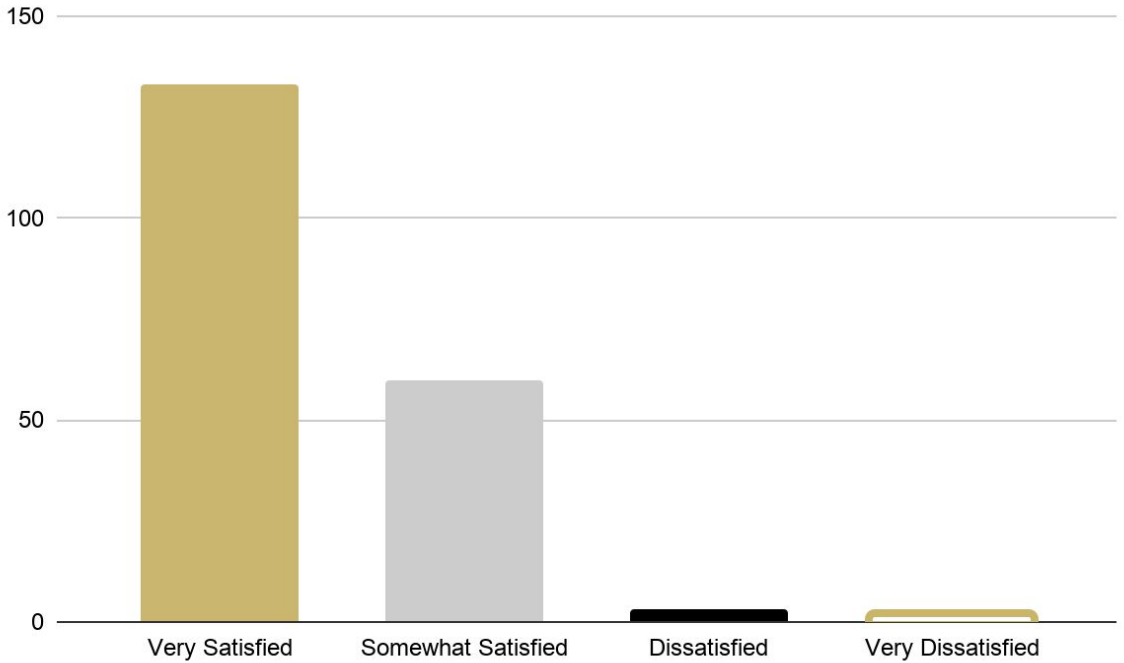
SURVEY QUESTION

How satisfied are you with the quality of education in Clyde CISD schools?



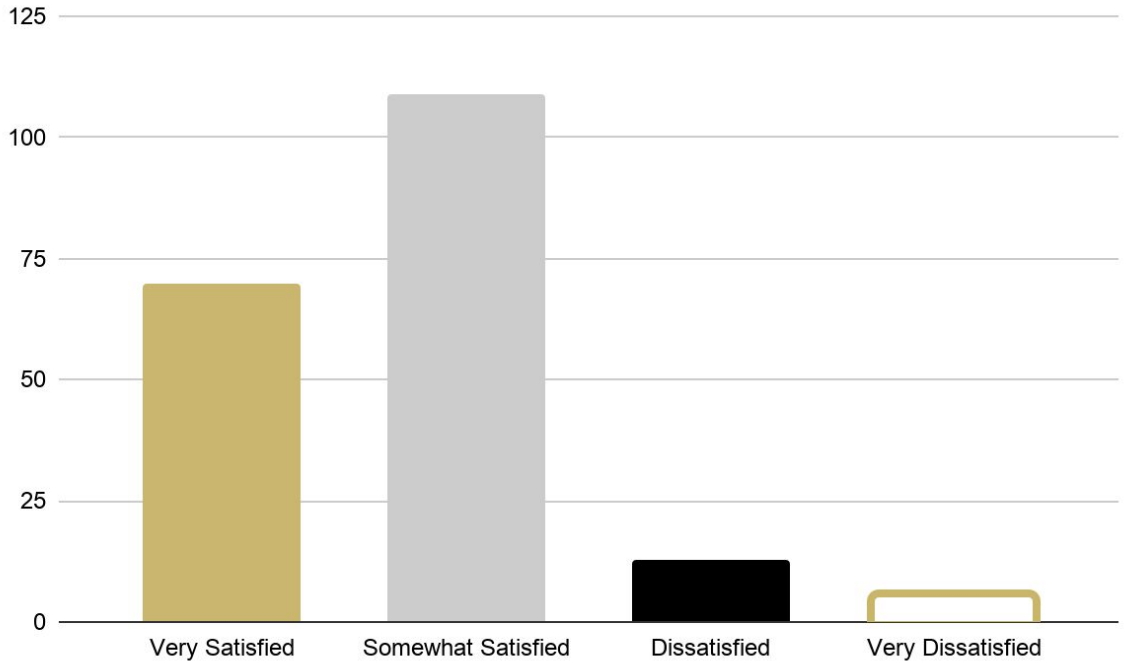
SURVEY QUESTION

How satisfied are you with the quality of safety and security in Clyde CISD?



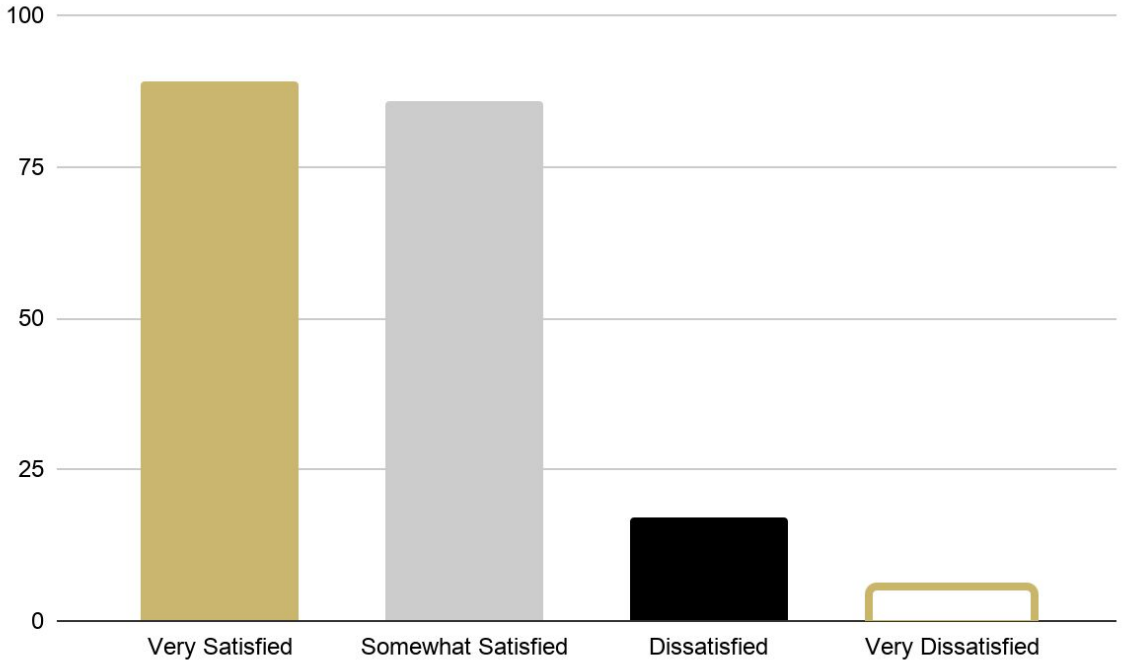
SURVEY QUESTION

How satisfied are you with the quality of Career & Tech education in Clyde CISD schools?



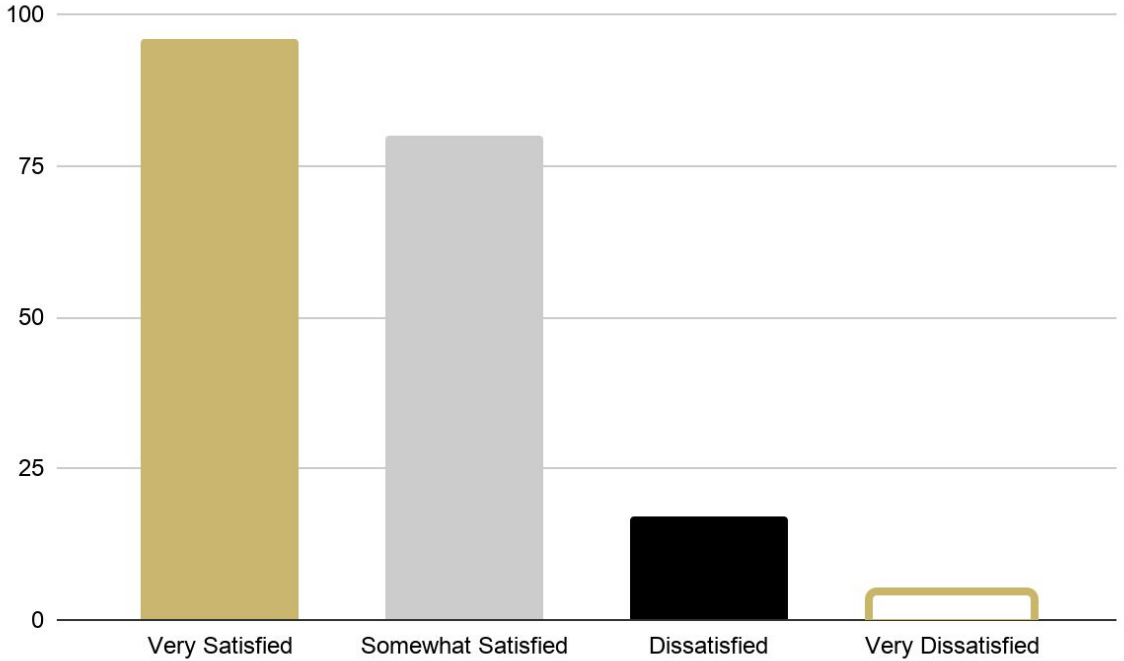
SURVEY QUESTION

How satisfied are you with the quality of fine arts (facilities, opportunities, etc.) in Clyde CISD schools?



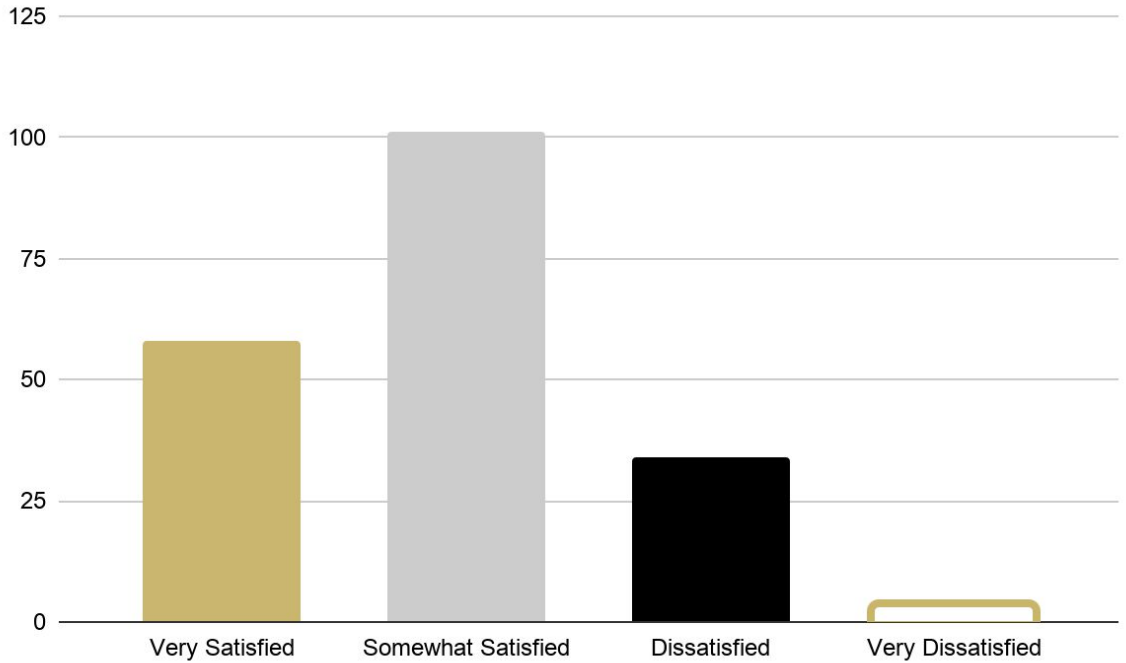
SURVEY QUESTION

How satisfied are you with the quality of athletics and support facilities in Clyde CISD schools?



SURVEY QUESTION

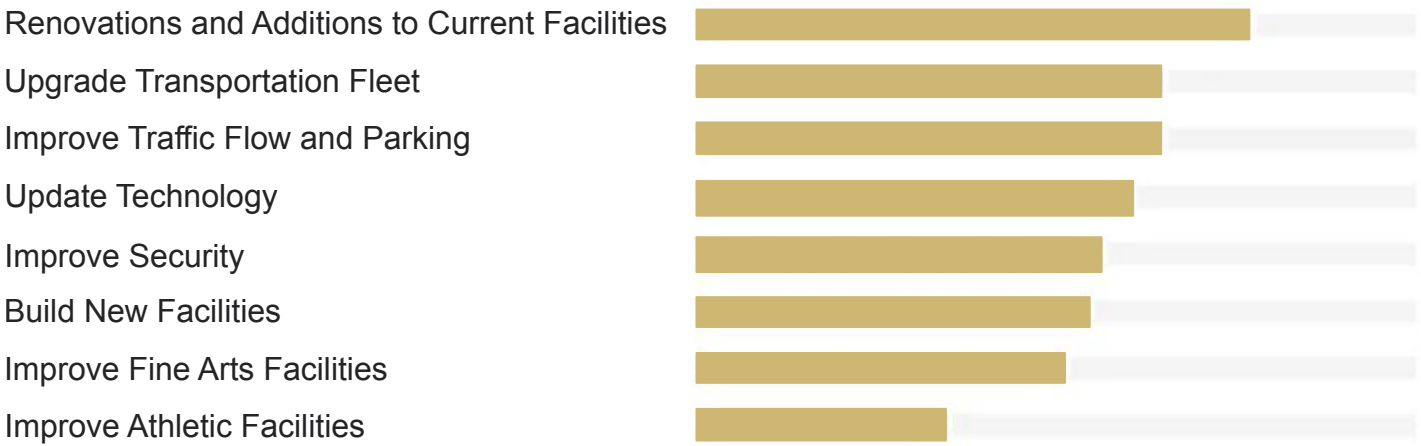
How would you evaluate the quality of Clyde CISD's buildings & support facilities?



SURVEY QUESTION

What do you feel is the greatest need at Clyde CISD?

Rank from highest to lowest priority.



SURVEY QUESTION

Is there any information you would like the Facility Planning Committee to consider?



SURVEY QUESTION

Is there any information you would like the Facility Planning Committee to consider?

CLYDE CISD FACILITIES:

ELEMENTARY

- Add PK playground sidewalk awning
- Improve playground (replace ground cover / add shade)
- Expand Head Start and PK programs

INTERMEDIATE

- Renovate or build new (x11)
- New students desks (x2)
- Improve student restrooms
- Renovate Fine Arts Room (carpet / add sink)

JR. HIGH

- Renovate or build new (x5)
- Renovate cafeteria (x3)
- Improve athletic facilities

HIGH SCHOOL

- Update HPAC sound and lighting (x2)
- Update facilities and furniture (x2)
- Improve Ag facilities
- CTE and Fine Arts facilities
- Add outdoor band storage

SURVEY QUESTION

Is there any information you would like the Facility Planning Committee to consider?

CLYDE CISD:

DISTRICT WIDE

- Upgrade and/or expansion of all buildings (x3)
- Replace/upgrade HVAC systems
- Better security at field days/awards days

OPERATIONS

- New buses (x3)
- Traffic solution at intermediate and high school (x3)
- Address student parking at high school

INSTRUCTION

- Increased Fine Arts funding and opportunities (x4)
- Improve / add CTE programs (x3)
- Add remedial/tutoring programs and Special Education staff (x2)

ATHLETICS

- Add soccer (x4)
- Indoor training facility (x4)
- Better junior high facilities (x2)
- New high school field house and weight room and remodel gym locker rooms

Demographic Study



COMMUNITY PROFILE

COMMUNITY OVERVIEW

Clyde, Texas — Small-Town Character, Regional Connections

Geography

On Interstate 20, ~9–14 miles east of Abilene. Part of the three-county Abilene MSA. District spans Callahan, Shackelford, Jones, and Taylor counties.

Economy

A classic bedroom community: ~66% of workers commute to Abilene, the region's commercial and employment hub. About 244 local businesses and 2,688 workers serve day-to-day needs close to home.

Population

~8,030 residents (2025 est.), growing slowly. 100% rural housing. 77.3% owner-occupied. Half of all homeowners carry no mortgage.

MAJOR EMPLOYERS

TDCJ Robertson & Middleton Units
~630 corrections jobs

Clyde CISD
~190 staff

Southwest Truck-Trailer
Largest by sales ($49M)

Local retail & oil-field
244 businesses

Abilene MSA
Primary commute destination

COMMUNITY PROFILE

POPULATION DEMOGRAPHICS

Who Lives in the District

8,030	38.4	3,250	26.7%
Residents (2025)	**Median Age**	**Households**	**With Children U18**
Growing slowly since 2010	*Near U.S. median of 39.1*	*Avg. size: 2.47 persons*	*Core school-age family base*

Population Growth

Year	Population	Households
2010	7,714	2,990
2020	7,898	3,099
2025	~8,030	3,250
2030 proj.	~8,120	3,343

Community Composition

White (household pop.)	~78%
Hispanic / Latino	~23%
English-only at home (ages 5–17)	~98%
English Learners (students)	<1%
Owner-occupied housing	77.3%
Households w/ children under 18	26.7%

Note: figures above are resident household population, excluding ~1,850 people in TDCJ group quarters (Robertson & Middleton units); the prison-inclusive 2025 topline is ~13,217.

HOUSING MARKET

HOUSING MARKET

Affordable, Rural, and Predominantly Owner-Occupied

$170,725	77.3%	$775	127
Median Home Value (2025)	Owner-Occupied	Avg Monthly Mortgage	Affordability Index
Proj. $245,888 by 2030	*Stable for 15+ years*	*vs. $1,105 avg rent*	*U.S. average = 100*

Housing Tenure

Year	Units	Owner	Renter
2010	3,431	78.9%	21.1%
2020	3,477	78.4%	21.6%
2025	3,632	77.3%	22.7%
2030 proj.	3,718	78.0%	22.0%

ENROLLMENT HISTORY

ENROLLMENT & DISTRICT PROFILE

A Small, Stable District — Enrollment History

School Year	EE	Pre-K	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	DISTRICT TOTAL	(+/-) Enrollment Change
2020-21	5	25	106	92	93	104	93	113	113	116	111	127	109	79	88	1,374	
2021-22	5	30	90	127	96	93	100	97	115	122	122	121	119	91	81	1,409	35
2022-23	5	30	95	95	118	102	102	103	101	114	111	124	116	111	90	1,417	8
2023-24	0	46	96	92	96	110	100	102	109	97	118	118	116	103	105	1,408	-9
2024-25	5	25	78	98	89	102	109	106	100	110	104	122	102	119	101	1,370	-38
2025-26	9	59	82	85	106	92	117	111	110	102	112	116	117	106	106	1,430	27

- Yellow = Largest class
- Green = Second largest class

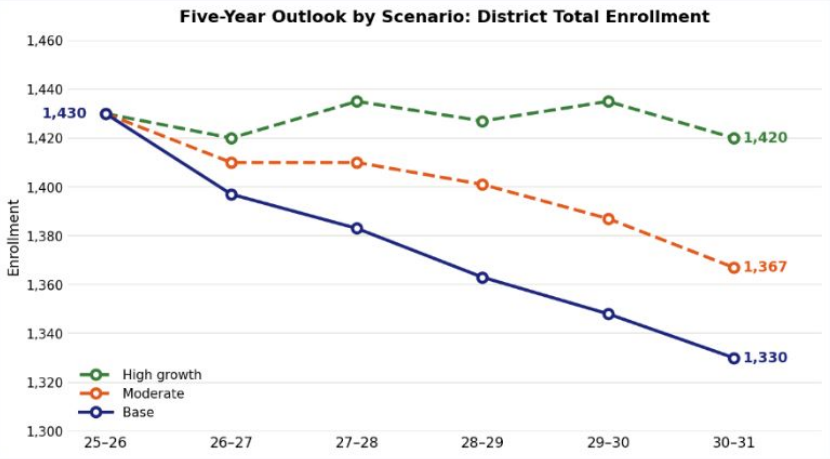
Cohort Table	EE	Pre-K	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2021-22		1.20	0.85	1.20	1.04	1.00	0.96	1.04	1.02	1.08	1.05	1.09	0.94	0.83	1.03
2022-23		1.00	1.06	1.06	0.93	1.06	1.10	1.03	1.04	0.99	0.91	1.02	0.96	0.93	0.99
2023-24		1.53	1.01	0.97	1.01	0.93	0.98	1.00	1.06	0.96	1.04	1.06	0.94	0.89	0.95
2024-25		0.54	0.81	1.02	0.97	1.06	0.99	1.06	0.98	1.01	1.07	1.03	0.86	1.03	0.98
2025-26		2.36	1.05	1.09	1.08	1.03	1.15	1.02	1.04	1.02	1.02	1.12	0.96	1.04	0.89
3 Yr Avg.		**1.48**	**0.96**	**1.03**	**1.02**	**1.01**	**1.04**	**1.03**	**1.03**	**1.00**	**1.04**	**1.07**	**0.92**	**0.98**	**0.94**

- Large class sizes moving up thru grade levels holding enrollment near 1,400
- Most grade levels seeing enrollment growth
- High School grade level declines consistent across most high schools across Texas

ENROLLMENT PROJECTION

FIVE-YEAR ENROLLMENT OUTLOOK

Mild Demographic Decline – Three Scenarios



Grade-Level (Base Case)

Elementary (EE–5)	661 → 550 ▼
Middle School (6–8)	324 → 318 ▼
High School (9–12)	445 → 462 ▲
District Total	1430 → 1330 ▼

Leading Indicators to Watch

- Kindergarten registration
- Spike in residents
- Transfers from neighboring districts

WHAT THE SCENARIOS SHOW

All three scenarios end below today's 1,430 — the ~90-student spread by 2030–31 hinges almost entirely on data-center family migration.



What did you learn tonight?

What questions do you have?

NEXT MEETING

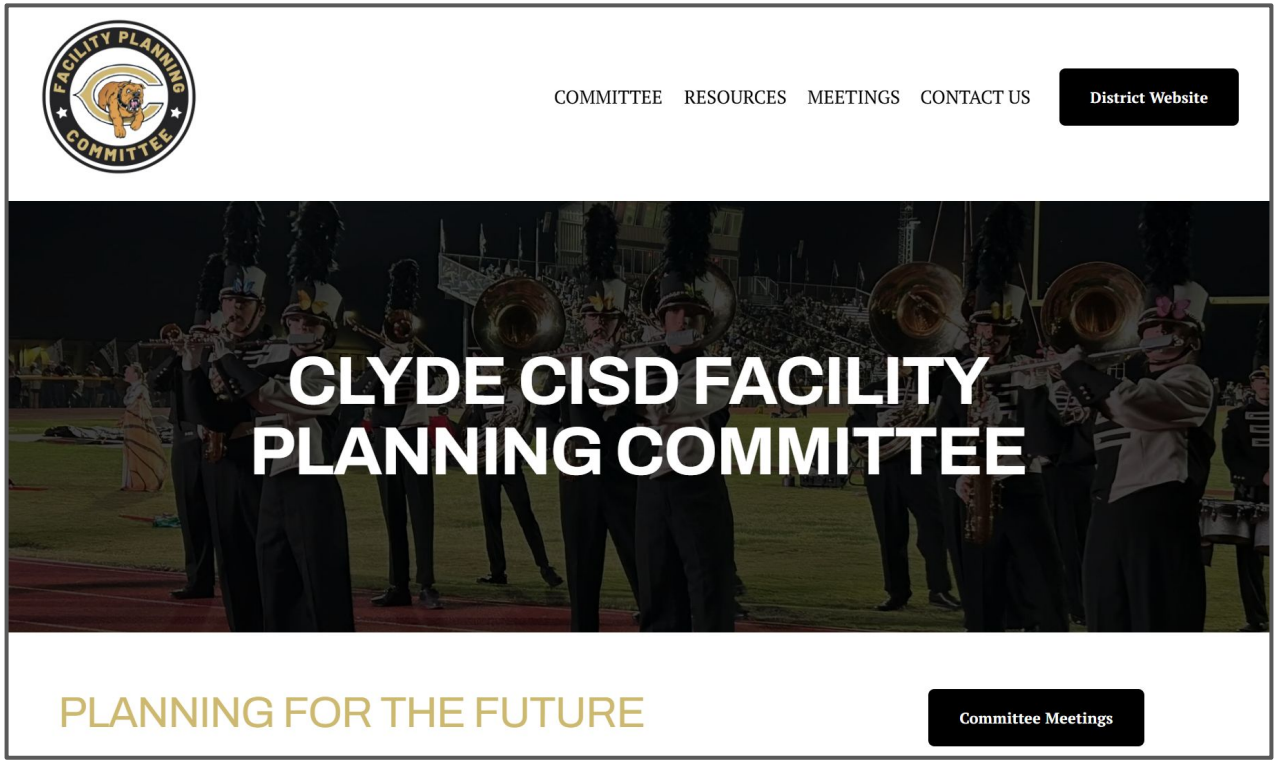
When: Monday, September 14 @ 6:00 PM

Location: Clyde Elementary School Cafeteria

TENTATIVE AGENDA:

- SCHOOL FINANCE
- BOND CAPACITY
- DISTRICT WIDE FACILITY REVIEW
- WANTS & NEEDS EXERCISE

FACILITY PLANNING WEBSITE



www.clydecisdfpc2026.com

Intermediate School Tour





CLYDE CISD

Facility Planning Committee

Meeting #2

AGENDA

- Welcome + Review
- Focusing on the Future
- School Finance 101
- Facility Review
- Needs & Wants Exercise
- Tour / Next Steps

Review of Meeting #1



ONE WORD


PERSONAL
blessed
refreshing
family
inviting
special
friendship
launch
OPPORTUNITY
busy
HOME
PRIDE
future
change
tight-knit
COMMUNITY
exciting
heart
tradition
caring
great school
greatness
potential
smaller
leadership
teamwork
hopeful
passion
connections
accepting
supportive
great-kids
champions

COMMUNITY SURVEY

ELEMENTARY

- Add PK playground sidewalk awning
- Improve playground (replace ground cover / add shade)
- Expand Head Start and PK programs

INTERMEDIATE

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JR. HIGH

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HIGH SCHOOL

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FACILITY PLANNING COMMITTEE

ENROLLMENT HISTORY

ENROLLMENT & DISTRICT PROFILE

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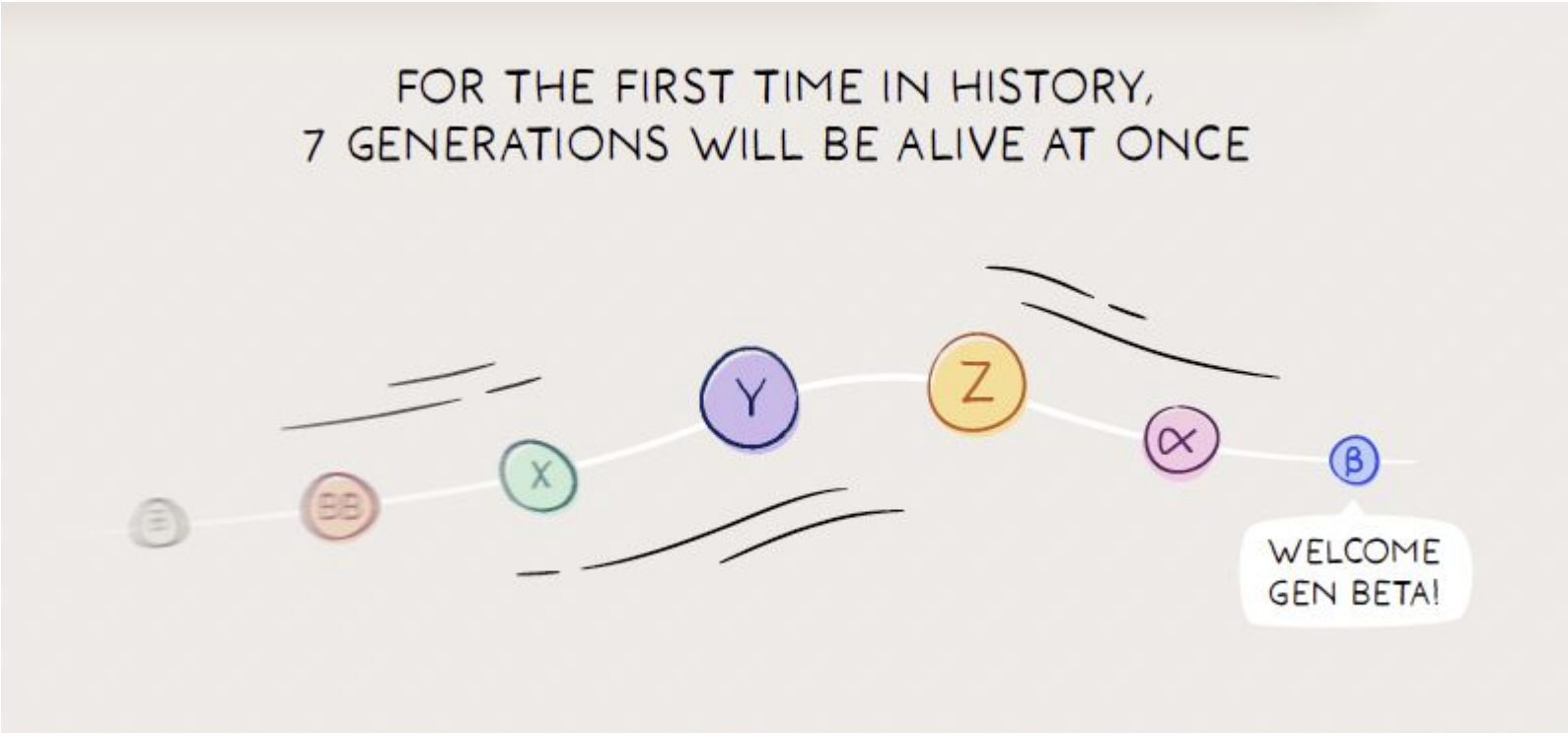
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2023-24		1.53	1.01	0.97	1.01	0.93	0.98	1.00	1.06	0.96	1.04	1.06	0.94	0.89	0.95
2024-25		0.54	0.81	1.02	0.97	1.06	0.99	1.06	0.98	1.01	1.07	1.03	0.86	1.03	0.98
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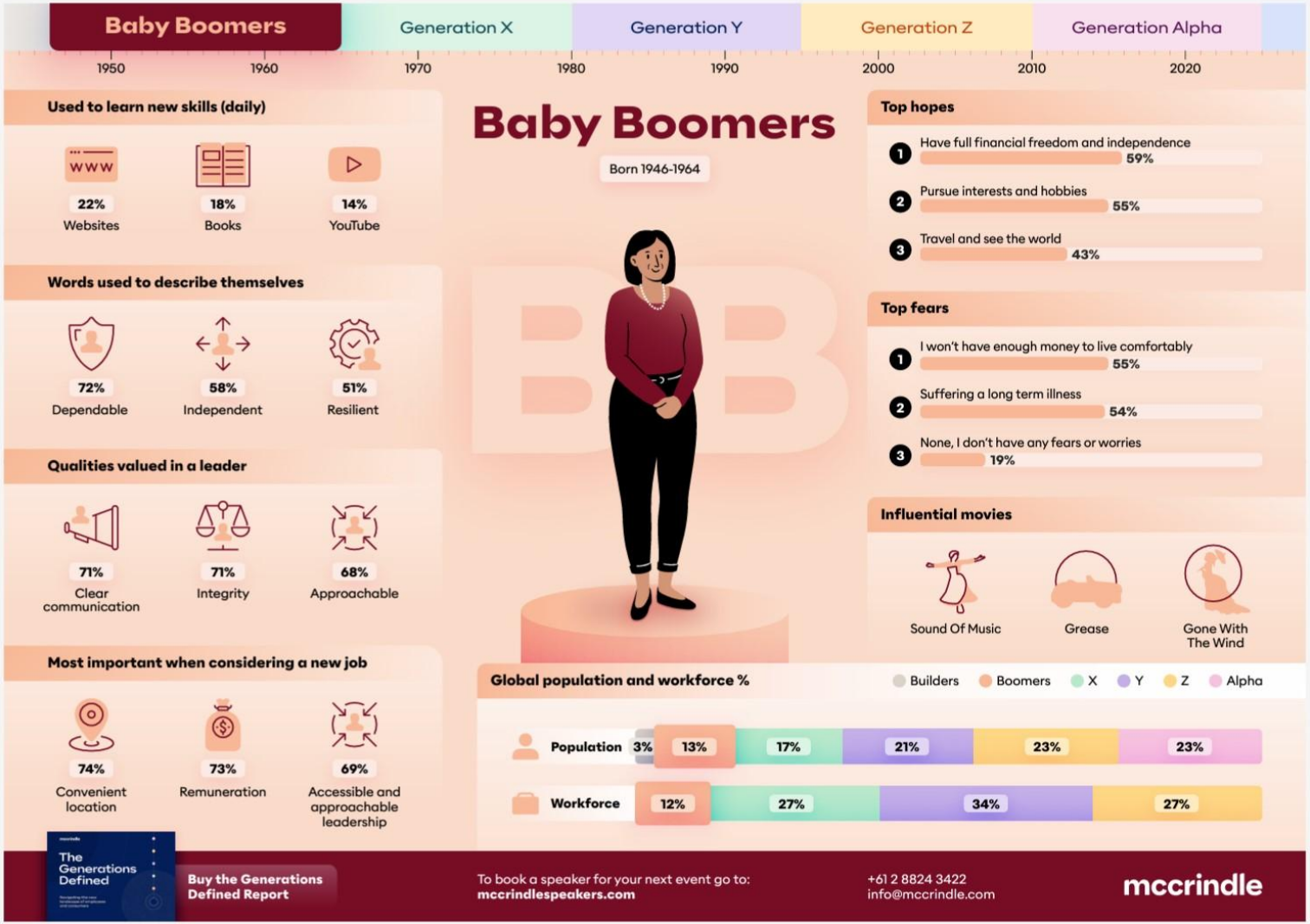
Focusing on the Future



GENERATIONS



Credit: https://mccrindle.com.au/account/?action=infographics


Baby Boomers
Generation X
Generation Y
Generation Z
Generation Alpha
1950
1960
1970
1980
1990
2000
2010
2020
Used to learn new skills (daily)
22% Websites
18% Books
14% YouTube
Words used to describe themselves
72% Dependable
58% Independent
51% Resilient
Qualities valued in a leader
71% Clear communication
71% Integrity
68% Approachable
Most important when considering a new job
74% Convenient location
73% Remuneration
69% Accessible and approachable leadership
Baby Boomers
Born 1946-1964
Top hopes
1 Have full financial freedom and independence 59%
2 Pursue interests and hobbies 55%
3 Travel and see the world 43%
Top fears
1 I won't have enough money to live comfortably 55%
2 Suffering a long term illness 54%
3 None, I don't have any fears or worries 19%
Influential movies
Sound Of Music
Grease
Gone With The Wind
Global population and workforce %
Builders
Boomers
X
Y
Z
Alpha
Population 3% 13% 17% 21% 23% 23%
Workforce 12% 27% 34% 27%
The Generations Defined
Buy the Generations Defined Report
To book a speaker for your next event go to: mccrindlespeakers.com
+61 2 8824 3422
info@mccrindle.com
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Baby Boomers | **Generation X** | Generation Y | Generation Z | Generation Alpha

1950 1960 1970 1980 1990 2000 2010 2020

Gen X

Born 1965-1979



Used to learn new skills (daily)

- 35% Websites
- 27% YouTube
- 16% Instagram

Words used to describe themselves

- 58% Dependable
- 57% Independent
- 51% Resilient

Qualities valued in a leader

- 70% Approachable
- 64% Clear communication
- 60% Integrity

Most important when considering a new job

- 71% Remuneration
- 70% Accessible and approachable leadership
- 69% Convenient location

Top hopes

1. Have full financial freedom and independence 66%
2. Travel and see the world 55%
3. Pursue interests and hobbie 54%

Top fears

1. I won't have enough money to live comfortably 67%
2. Suffering a long term illness 51%
3. Not reaching my full potential 25%

Influential movies

- Star Wars
- Grease
- ET

Global population and workforce %

Builders | Boomers | X | Y | Z | Alpha

	Builders	Boomers	X	Y	Z	Alpha
Population	3%	13%	17%	21%	23%	23%
Workforce		12%	27%	34%	27%	



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mccrindle

Baby Boomers | Generation X | **Generation Y** | Generation Z | Generation Alpha

1950 1960 1970 1980 1990 2000 2010 2020

Gen Y

Born 1980-1994



Used to learn new skills (daily)

- 42% Websites
- 41% YouTube
- 38% Instagram

Words used to describe themselves

- 52% Independent
- 46% Generous
- 44% Dependable

Qualities valued in a leader

- 60% Clear communication
- 59% Approachable
- 55% Integrity / Accountability

Most important when considering a new job

- 73% Flexible working hours
- 72% Convenient location
- 72% Accessible and approachable leadership

Top hopes

1. Have full financial freedom and independence 63%
2. Travel and see the world 58%
3. Pursue interests and hobbies 56%

Top fears

1. I won't have enough money to live comfortably 59%
2. Not reaching my full potential 40%
3. Suffering a long term illness 38%

Influential movies

Titanic | Harry Potter | Lion King

Global population and workforce %

Builders | Boomers | X | Y | Z | Alpha

	Builders	Boomers	X	Y	Z	Alpha
Population	3%	13%	17%	21%	23%	23%
Workforce		12%	27%	34%	27%	



Buy the Generations Defined Report

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Baby Boomers | Generation X | Generation Y | **Generation Z** | Generation Alpha

1950 1960 1970 1980 1990 2000 2010 2020

Gen Z

Born 1995-2009



Used to learn new skills (daily)

- 48% TikTok
- 46% Instagram
- 42% YouTube

Words used to describe themselves

- 51% Independent
- 48% Determined
- 46% Creative

Qualities valued in a leader

- 58% Approachable
- 57% Clear communication
- 57% Empathy

Most important when considering a new job

- 75% Accessible and approachable leadership
- 69% Learning and development opportunities
- 67% Career progression opportunities

Top hopes

1. Own my own home 63%
2. Have full financial freedom and independence 59%
3. Travel and see the world 59%

Top fears

1. I won't have enough money to live comfortably 58%
2. Never being able to buy my own home 47%
3. Being stuck in a job that I don't enjoy or find fulfillment in 46%

Influential movies

Harry Potter | Shrek | Toy Story

Global population and workforce %

Builders | Boomers | X | Y | Z | Alpha

	Builders	Boomers	X	Y	Z	Alpha
Population	3%	13%	17%	21%	23%	23%
Workforce		12%	27%	34%	27%	

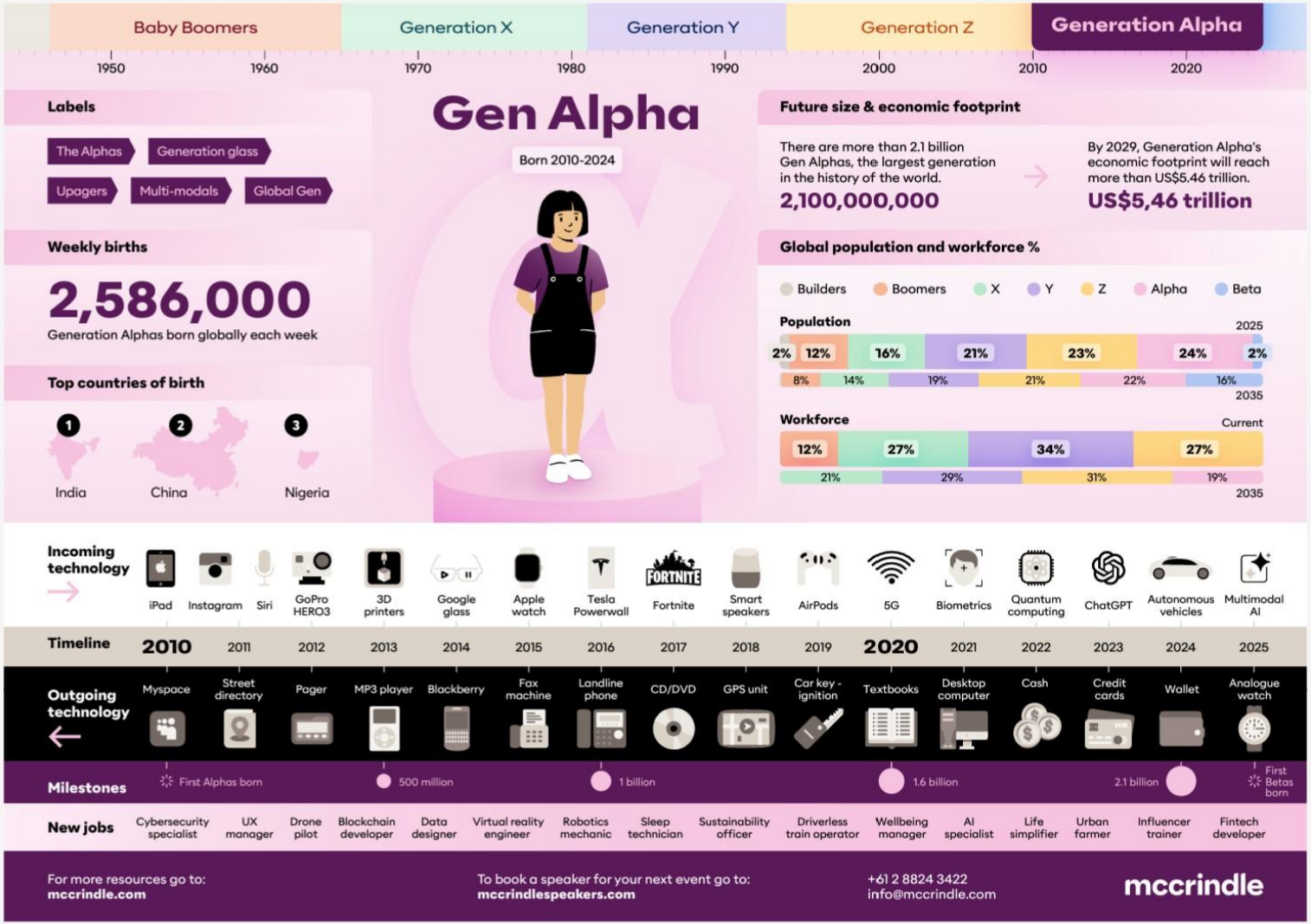


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Baby Boomers | Generation X | Generation Y | Generation Z | Generation Alpha | **Gen Beta**

1960 1970 1980 1990 2000 2010 2020 2030

Gen Beta

Born 2025-2039

Weekly births

2,546,138

Generation Betas born globally each week

Top countries of birth

1. India
2. China
3. Nigeria



They will be the children of younger Gen Ys (Millennials) and older Gen Zs and most of them will live to see the 22nd century.

Beta (**bee**-*tuh*), *noun*

1. the second letter of the Greek alphabet, follows Alpha.
2. the updated release, 2.0 version, the latest edition - made ready for the current context.



Welcome Gen Beta



For the first time in history, seven generations will be alive at once

WELCOME GEN BETA!

Global population and workforce %



Incoming technology

iPad | Instagram | Siri | GoPro HERO3 | 3D printers | Google glass | Apple watch | Tesla Powerwall | Fortnite | Smart speakers | AirPods | 5G | Biometrics | Quantum computing | ChatGPT | Autonomous vehicles | Multimodal AI

Timeline

2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | **2020** | 2021 | 2022 | 2023 | 2024 | 2025

Outgoing technology

Myspace | Street directory | Pager | MP3 player | Blackberry | Fax machine | Landline phone | CD/DVD | GPS unit | Car key - ignition | Textbooks | Desktop computer | Cash | Credit cards | Wallet | Analogue watch

Milestones

First Alphas born | 500 million Alphas | 1 billion Alphas | 1.6 billion Alphas | 2.1 billion Alphas | First Betas born

New jobs

Cybersecurity specialist | UX manager | Drone pilot | Blockchain developer | Data designer | Virtual reality engineer | Robotics mechanic | Sleep technician | Sustainability officer | Driverless train operator | Wellbeing manager | AI specialist | Life simplifier | Urban farmer | Influencer trainer | Fintech developer

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FUTURE-READY STUDENTS



What skills are essential for students to thrive after high school?



SCHOOL FINANCE 101

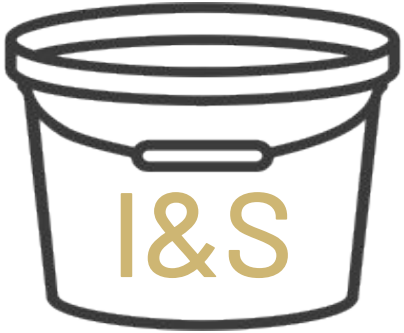
CLYDE CISD

UNDERSTANDING CLYDE CISD TAXES



MAINTENANCE & OPERATIONS
Funds used for annual budget expenses.

CLYDE CISD M&O Tax Rate: $.6228



INTEREST & SINKING
Funds used for debt service on capital projects.

CLYDE CISD I&S Tax Rate: $.2309

Total tax rate for 2026-2027: $.8537

Total tax rate is calculated by adding the M&O and I&S rates. Taxation is based on the rate per $100 of valuation.

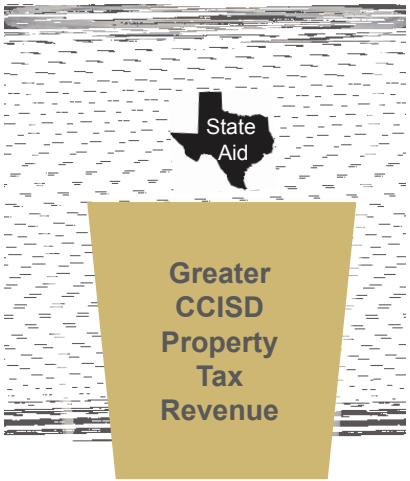
LOCAL TAXES VS STATE FUNDS

Local property taxes fill the glass first, and the state fills in any space that is left.

Cup size is based on District ADA (Average Daily Attendance)

In an area like Clyde CISD where home values are rapidly increasing, **even when the tax rate stays the same or is lowered, homeowners will likely see an increase in the total amount of taxes owed due to the higher property values**.





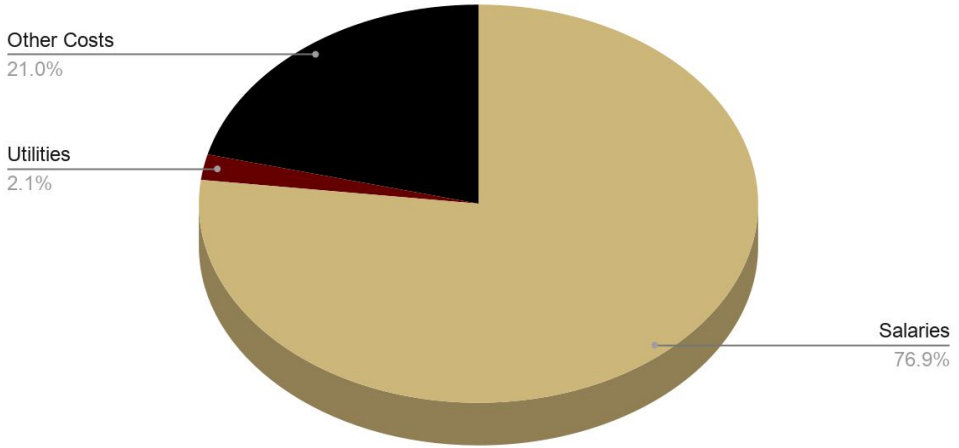
Common Misconception:
Higher Property Taxes = More School Funding

School Funding Reality:
Higher Property Taxes = Less State Aid

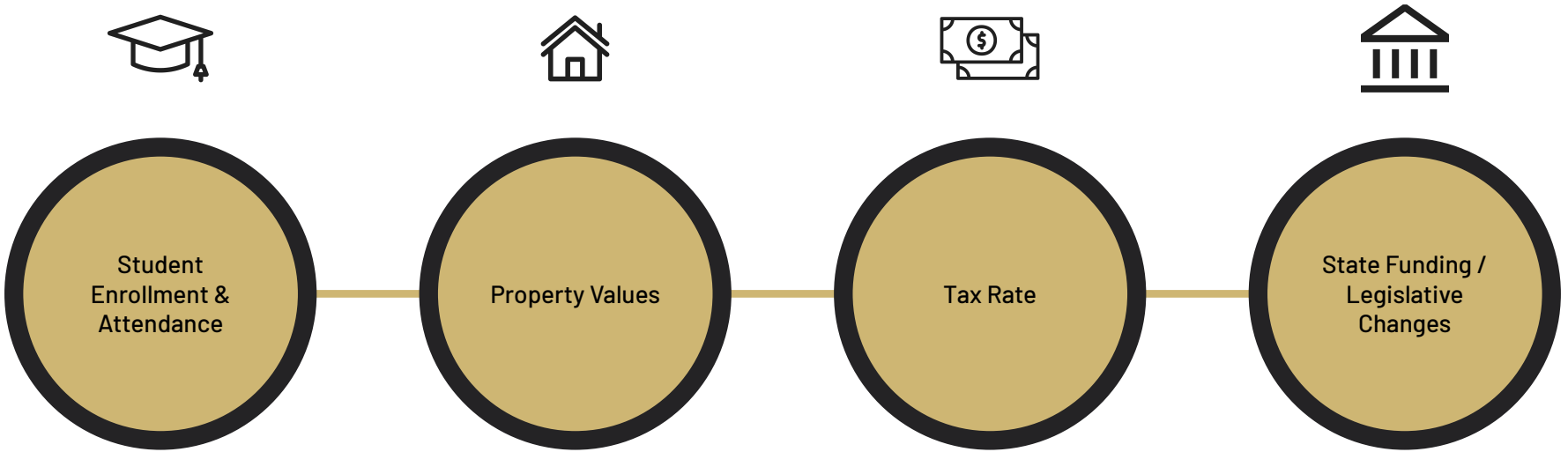
M & O BUDGET (General Operating)

Staff Costs	$13,982,751
Utilities	$ 538,250
Other Costs	$ 5,461,585

Total Budget: $19,982,586



WHAT IMPACTS BUDGET DOLLARS?





BOND CAPACITY

CLYDE CISD

Live Oak Public Finance, LLC

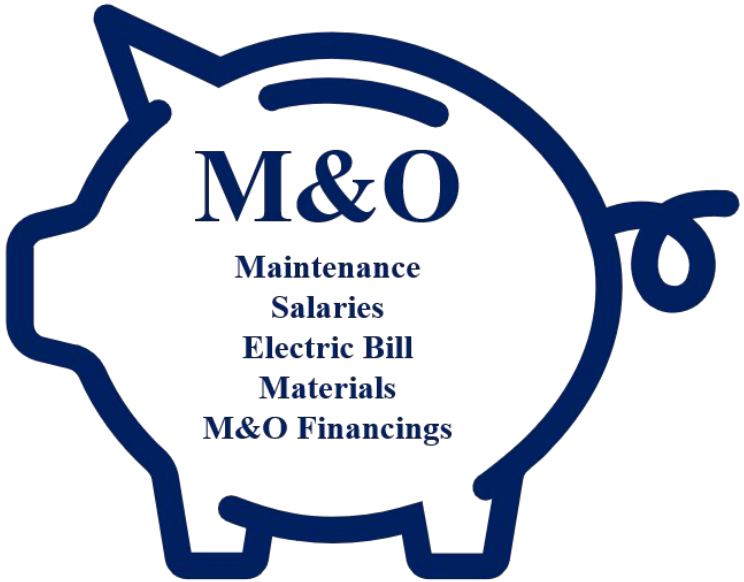
Independent Registered Municipal Avisors



Clyde
Consolidated Independent School District

Bond Capacity Discussion
Presentation Date: September 2026

Tax Rate Breakdown





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State Mandated Over 65 Homestead Tax Exemption

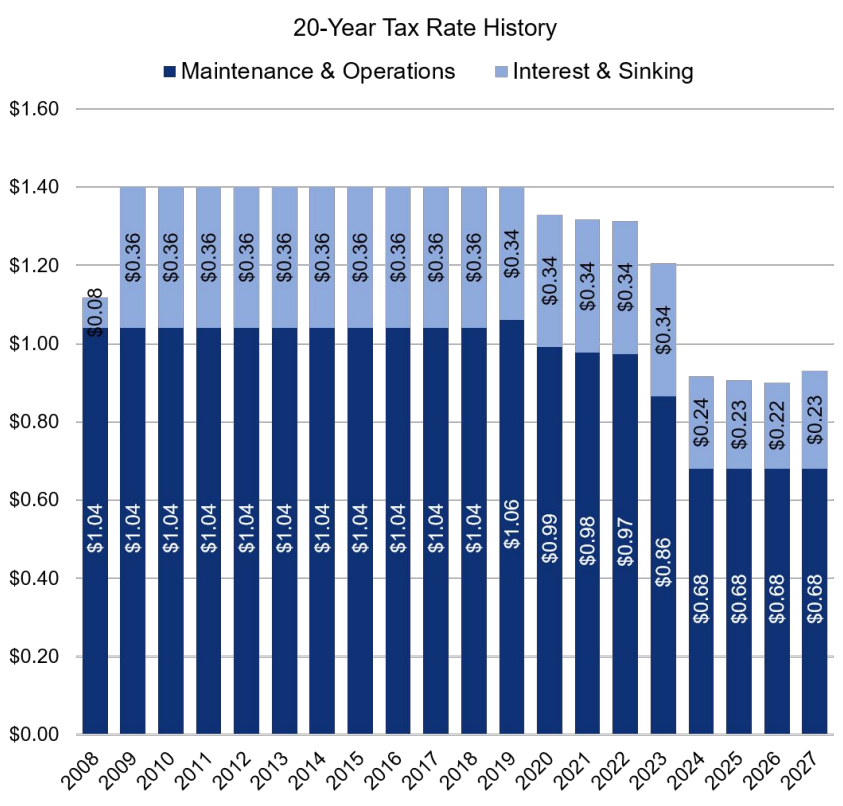
- The Over 65 Homestead Tax Exemption grants an additional $10,000 tax exemption to Homestead values.
- Limits Over 65 Homestead property taxes to a tax dollar ceiling depending on when the homeowner applied for the Over 65 exemption.
- Automatically applies to School Districts taxes. (A County, City or Junior College may also limit taxes for the Over-65 Exemption *IF* they adopt a tax ceiling.)
- An increase in I&S tax rate will not increase the Over 65 Homestead property tax ceiling that was set when someone applies for the Over 65 Homestead Exemption.
- Improvements to a Homestead will increase the taxes.



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Historical Tax Rates

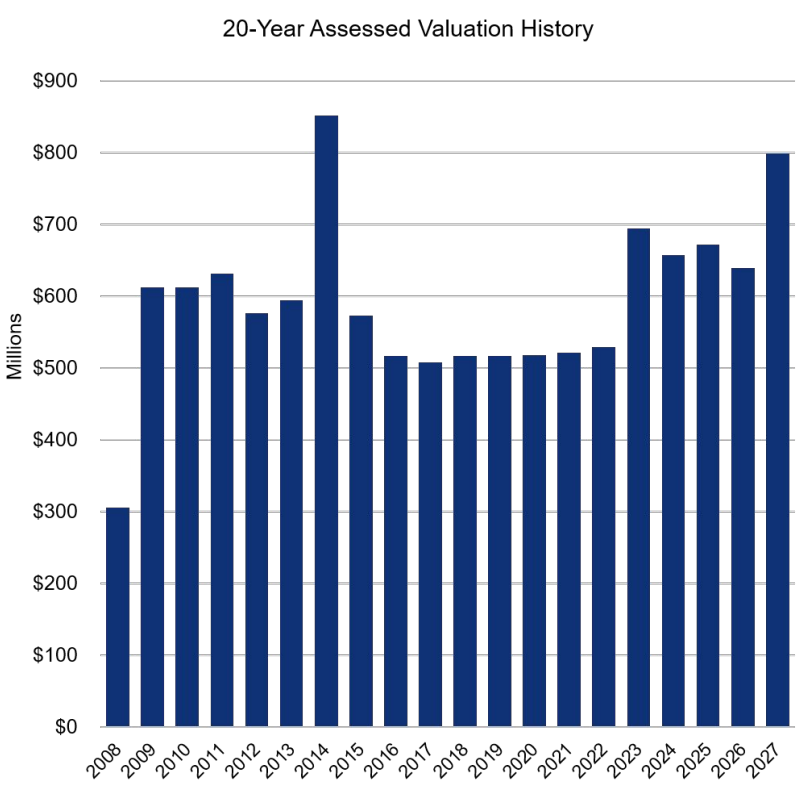
Historical Tax Rates			
FYE	Maintenance & Operations	Interest & Sinking	Tax Rate
2008	$1.0400	$0.0780	$1.1180
2009	1.0400	0.3597	1.3997
2010	1.0400	0.3597	1.3997
2011	1.0400	0.3597	1.3997
2012	1.0400	0.3597	1.3997
2013	1.0400	0.3597	1.3997
2014	1.0400	0.3597	1.3997
2015	1.0400	0.3597	1.3997
2016	1.0400	0.3597	1.3997
2017	1.0400	0.3597	1.3997
2018	1.0400	0.3597	1.3997
2019	1.0600	0.3397	1.3997
2020	0.9900	0.3397	1.3297
2021	0.9764	0.3397	1.3161
2022	0.9734	0.3397	1.3131
2023	0.8646	0.3397	1.2043
2024	0.6792	0.2372	0.9164
2025	0.6792	0.2259	0.9051
2026	0.6792	0.2200	0.8992
2027	0.6792	0.2309	0.9101



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Historical Assessed Valuation

Taxable Assessed Valuation History		
FYE	Assessed Value	% Change
2008	$305,357,504	-
2009	611,957,517	100.41%
2010	611,957,517	0.00%
2011	630,844,718	3.09%
2012	576,300,445	-8.65%
2013	594,548,457	3.17%
2014	851,776,302	43.26%
2015	572,382,395	-32.80%
2016	517,030,070	-9.67%
2017	507,314,163	-1.88%
2018	516,564,594	1.82%
2019	516,569,425	0.00%
2020	517,854,048	0.25%
2021	521,497,052	0.70%
2022	529,164,557	1.47%
2023	694,060,501	31.16%
2024	656,762,613	-5.37%
2025	671,778,855	2.29%
2026	638,631,801	-4.93%
2027	798,706,436	25.07%



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Facility Assessment

Clyde ISD

September 14, 2026

CUMMING GROUP GALLAGHER

BUILDING VALUE THROUGH EXPERTISE



Baird ISD Gym

FACILITY ASSESSMENT

Facilities Evaluated

- Elementary School
- Intermediate School
- Junior High School
- Junior High Cafeteria
- Junior High Choir and Art
- High School
- Agriculture Science Building
- Athletics
- Administration

CUMMING GROUP
GALLAGHER

Highest Priorities to Consider

1. Intermediate School
2. Junior High Cafeteria
3. Fieldhouse
4. Ag Facilities

Intermediate School

Intermediate School

Clyde Intermediate School 505 N Hays Rd.Clyde, TX 79510	
Year Built	1995/1997
Approx. Total Square Footage	~62,000 sq ft
Grades Served	3rd – 4th – 5th
Current Enrollment	319
Building Levels	1



CUMMING GROUP GALLAGHER

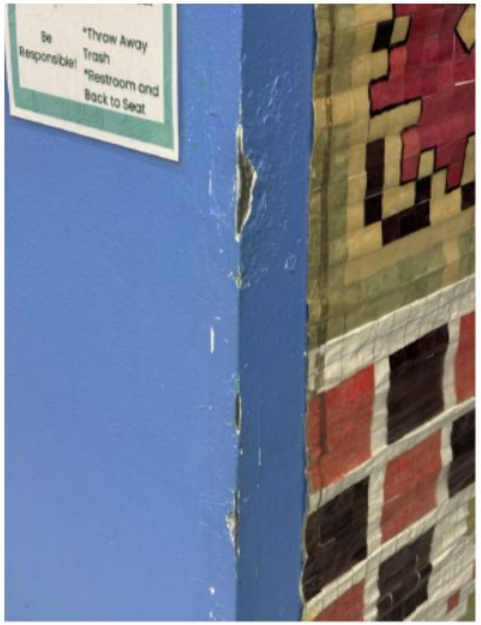
Intermediate School



Deteriorating exterior finish



Evidence of cracking at building joint



Damaged wall finish

CUMMING GROUP GALLAGHER

SUMMARY

General Conditions Summary

Interior Conditions	Exterior Conditions	Site Conditions
Flooring	Cladding	Sidewalks
Walls	Joint Sealants	Paving
Ceilings	Doors, Frames & Hardware	Pavement Markings
Doors & Hardware	Paint	Site Sealants
Casework	Glass/Window Systems	Drainage
RR Partitions/ Accessories	Canopies	Landscaping/ Irrigation
Visual Display Boards: NA	Roofing/ Sheetmetal	Fencing
Lighting		Playground
TAS/Life Safety		TAS

Legend

Poor | Poor/Fair | Fair | Fair/Good | Good

CUMMING GROUP GALLAGHER

RECOMMENDATIONS

- Reseal exterior joints, cracks, and penetrations
- Replace damaged ceiling tiles
- Repair interior walls, doors, and finishes
- Refinish gym bleacher seating
- Implement phased VCT flooring replacement
- Recoat/repair exterior steel elements
- Repair concrete walkways and paving
- Improve site drainage and grading

Junior High Cafeteria

Junior High Cafeteria

Clyde JR High School Cafeteria 211 S 3rd St W. Clyde, TX 79510	
Year Built	N/A
Approx. Total Square Footage	~9,000 sq ft
Grades Served	6th – 8th
Current Enrollment	N/A
Building Levels	?

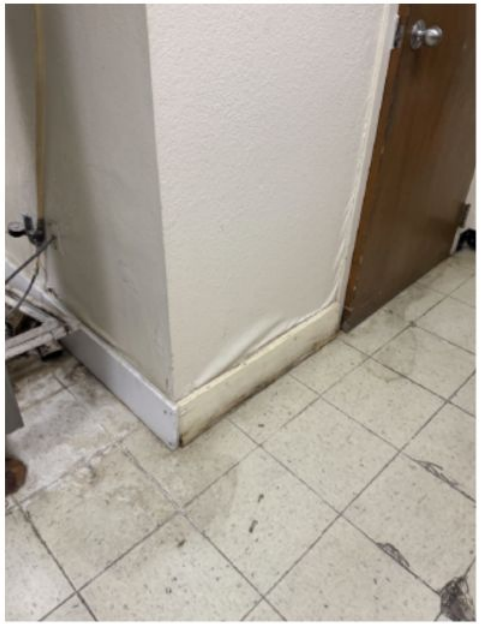


CUMMING GROUP GALLAGHER

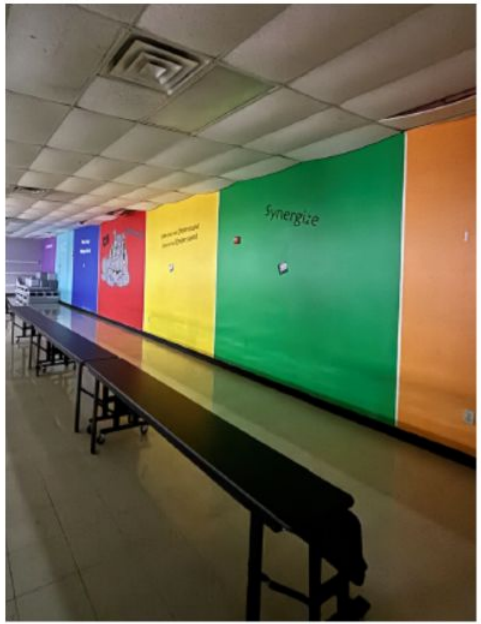
Junior High Cafeteria



Damaged floor finish in kitchen



Evidence of moisture damage



Sagging ceiling tiles

SUMMARY

General Conditions Summary

Interior Conditions		Exterior Conditions		Site Conditions	
Flooring		Cladding		Sidewalks	
Walls		Joint Sealants		Paving	
Ceilings		Doors, Frames & Hardware		Pavement Markings	
Doors & Hardware		Paint		Site Sealants	
Casework		Glass/Window Systems		Drainage	
RR Partitions/ Accessories		Canopies	NA	Landscaping/ Irrigation	
Visual Display Boards	NA	Roofing/ Sheetmetal		Fencing	
Lighting				Playground	NA
TAS/Life Safety				TAS	

Legend

 Poor

 Poor/Fair

 Fair

 Fair/Good

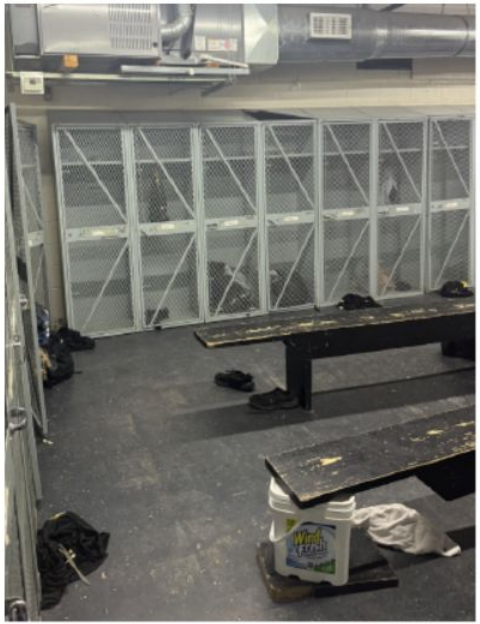
 Good

RECOMMENDATIONS

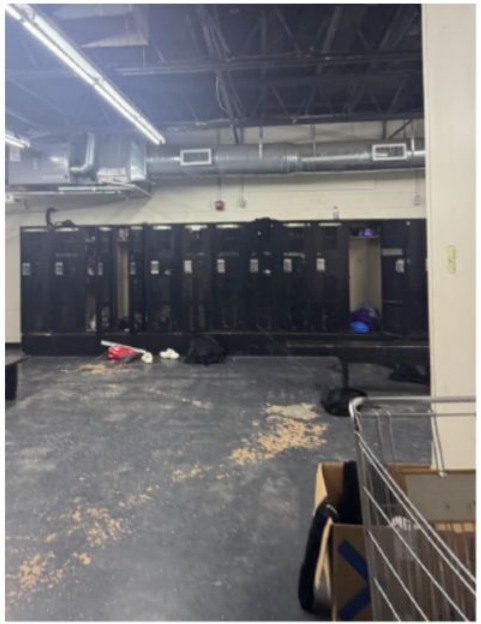
- Upgrade exterior panel systems
- Replace flooring systems (especially kitchen areas)
- Replace ceiling tiles
- Replace doors and interior finishes
- Install wall protection in service areas
- Repair concrete paving and walkways
- Renovate restrooms to ADA/TAS standards

Junior High Athletics

Junior High Athletics



Deteriorating finishes at the Field House at Junior High



Deteriorating finishes at the Field House at Junior High



Sidewalk cracking and damage at the Field House at Junior High School

Junior High Athletics



Evidence of rust at the bleachers at Junior High Football Field



Deteriorating finishes at the Field House at Junior High



General condition of bleachers located at the JR High Campus Track

CUMMING GROUP GALLAGHER

RECOMMENDATIONS

- Repair damaged wall finishes
- Develop phased athletic facilities master plan
- Improve drainage across athletic facilities

Ag Facilities

Agricultural Science Building

Clyde High School 500 N Hays Rd.Clyde, TX 79510	
Year Built	N/A
Approx. Total Square Footage	~15,000
Grades Served	9th – 12th
Current Enrollment	N/A
Building Levels	?

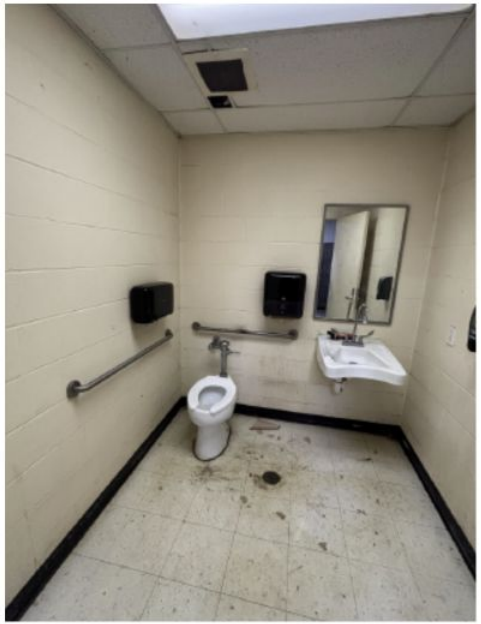


CUMMING GROUP GALLAGHER

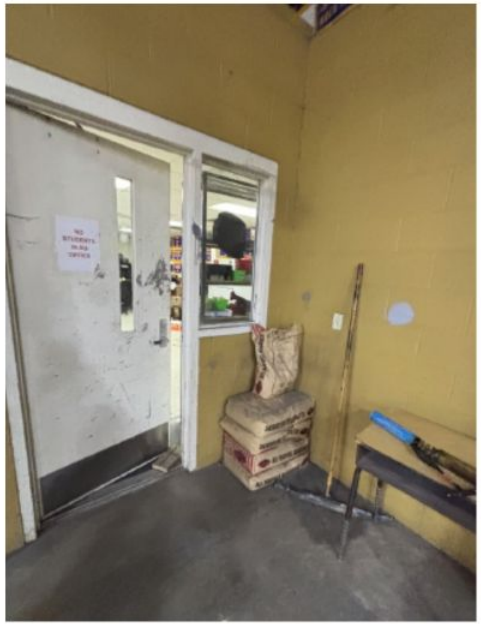
Agricultural Science Building



Non Utilized Greenhouse



Deteriorating floor finishes



Deteriorating door finish

CUMMING GROUP
GALLAGHER

SUMMARY

General Conditions Summary

Interior Conditions		Exterior Conditions		Site Conditions	
Flooring		Cladding		Sidewalks	
Walls		Joint Sealants		Paving	
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RR Partitions/ Accessories		Canopies	NA	Landscaping/ Irrigation	
Visual Display Boards	NA	Roofing/ Sheetmetal		Fencing	NA
Lighting				Playground	NA
TAS/Life Safety				TAS	

Legend



Poor | Poor/Fair | Fair | Fair/Good | Good

CUMMING GROUP GALLAGHER

RECOMMENDATIONS

- Upgrade lighting systems
- Repair and replace worn interior finishes
- Repaint doors and metal elements
- Improve restroom finishes
- Improve drainage at building perimeter
- Repair concrete paving

Additional Recommendations by Category

Safety and Security

- Junior High Athletic facilities- uneven surfaces, wearing bleachers



Moisture Damage

- Elementary
- Intermediate
- Junior High
- Junior High Cafeteria
- Junior High Choir & Art Building
- High School
- Athletics (Junior High)



Interior Deterioration

- Elementary
- Intermediate
- Junior High
- Junior High Choir & Art Building
- High School
- Ag Science Building
- Athletics (Junior High)



Exterior Deterioration

- Intermediate
- Junior High Cafeteria
- Junior High Choir & Art Building
- High School
- Athletics (Junior High)
- Administration



Inadequate Drainage

- Elementary
- Intermediate
- Junior High Cafeteria
- Junior High Choir & Art Building
- High School
- Ag Science Building
- Athletics (Junior High)
- Administration



TAS/ADA Compliance

- Junior High Cafeteria
- Athletics (Junior High)
- Administration



Wants & Needs



WANTS & NEEDS EXERCISE

20 MINUTE GROUP EXERCISE

THINGS TO CONSIDER:

- NEW FACILITIES
- RENOVATIONS
- LAND
- TECHNOLOGY
- SAFETY & SECURITY
- INFRASTRUCTURE
- NEW PROGRAMS
- NEW OFFERINGS
- COMMUNITY PARTNERSHIPS
- ATHLETICS
- FINE ARTS
- AG / FFA
- STEM / STEAM
- CAREER READY / CTE
- ADMINISTRATION
- TRANSPORTATION



FACILITY PLANNING COMMITTEE

NEXT MEETING

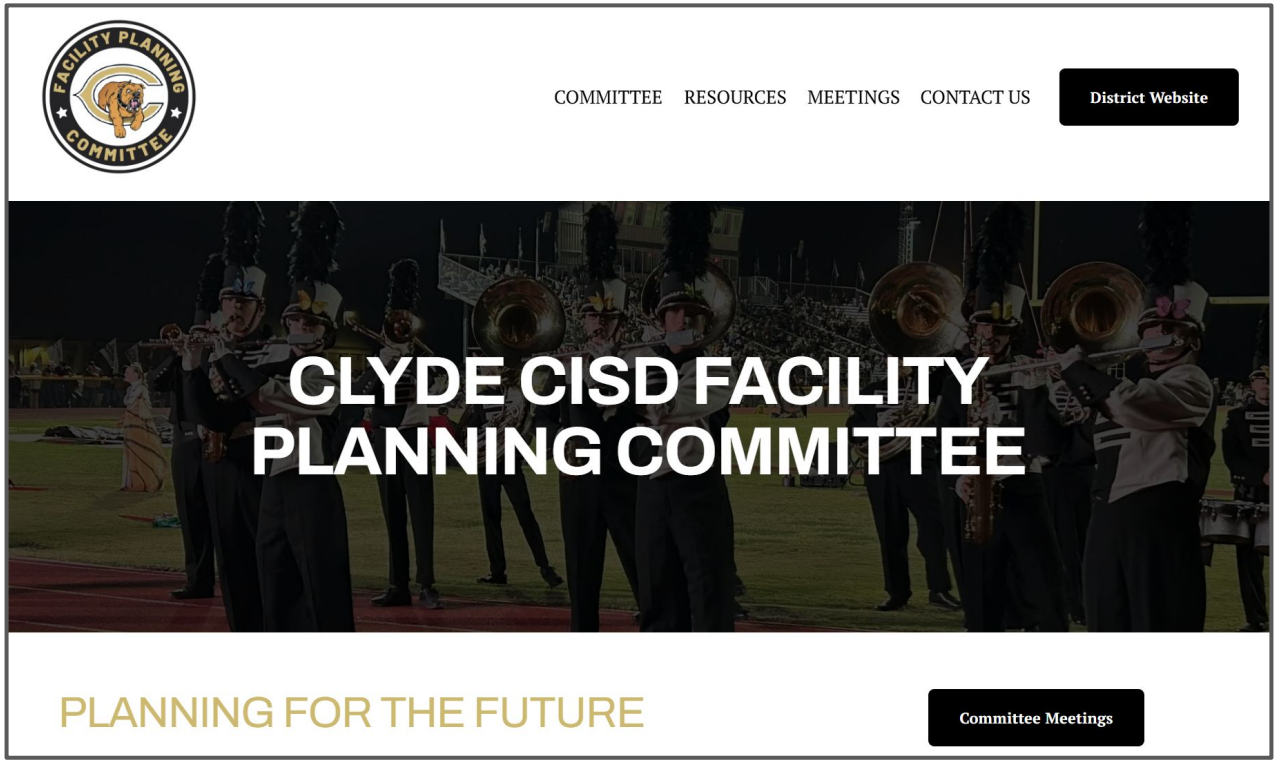
Time: Monday, October 5th at 6:00 PM

Location: Clyde Junior High

TENTATIVE AGENDA:

- SCHOOL CONSTRUCTION BUDGET & COSTS
- REVIEW PROJECT BUDGET FIGURES
- PRIORITIZING WANTS & NEEDS

FACILITY PLANNING WEBSITE



www.clydecisdfpc2026.com

Elementary School Tour





CLYDE CISD

Facility Planning Committee

Meeting #3

AGENDA

- Welcome & Review
- School Construction
- Review Budget Figures
- Prioritize Wants & Needs
- Next Steps & Tour



FACILITY PLANNING COMMITTEE

Review of Meeting #2

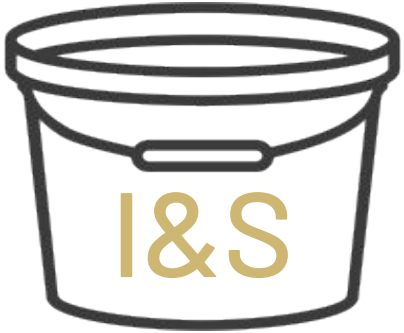


UNDERSTANDING CLYDE CISD TAXES



MAINTENANCE & OPERATIONS
Funds used for annual budget expenses.

CLYDE CISD M&O Tax Rate: $.6228



INTEREST & SINKING
Funds used for debt service on capital projects.

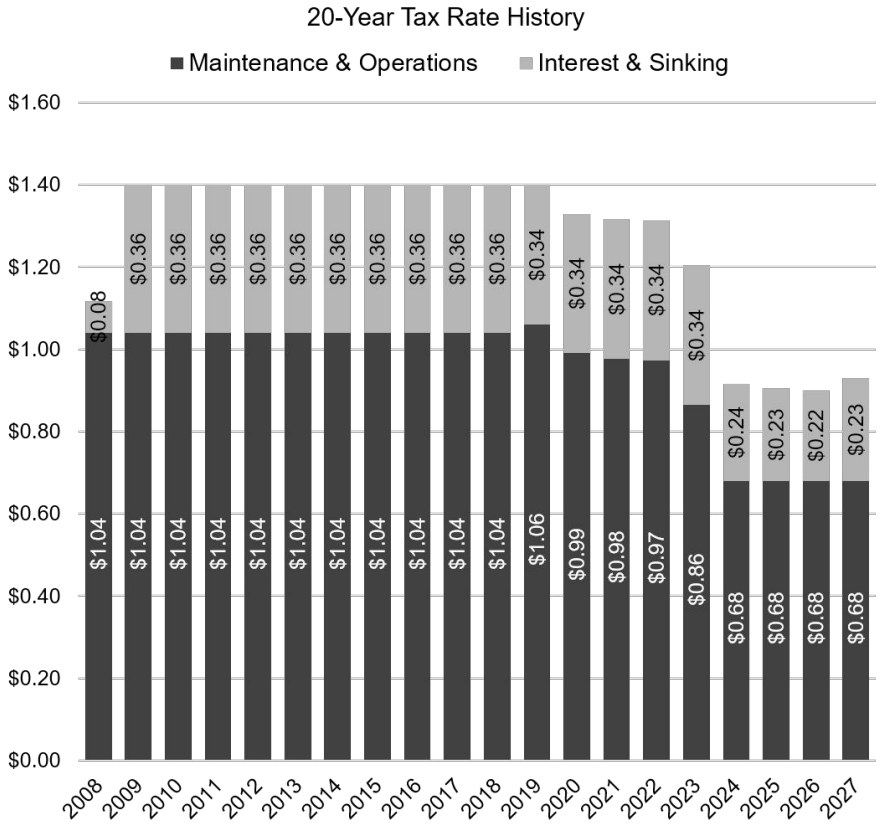
CLYDE CISD I&S Tax Rate: $.2309

Total tax rate for 2026-2027: $.8537

Total tax rate is calculated by adding the M&O and I&S rates. Taxation is based on the rate per $100 of valuation.

CLYDE CISD TAX RATE HISTORY

Historical Tax Rates			
FYE	Maintenance & Operations	Interest & Sinking	Tax Rate
2008	$1.0400	$0.0780	$1.1180
2009	1.0400	0.3597	1.3997
2010	1.0400	0.3597	1.3997
2011	1.0400	0.3597	1.3997
2012	1.0400	0.3597	1.3997
2013	1.0400	0.3597	1.3997
2014	1.0400	0.3597	1.3997
2015	1.0400	0.3597	1.3997
2016	1.0400	0.3597	1.3997
2017	1.0400	0.3597	1.3997
2018	1.0400	0.3597	1.3997
2019	1.0600	0.3397	1.3997
2020	0.9900	0.3397	1.3297
2021	0.9764	0.3397	1.3161
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2023	0.8646	0.3397	1.2043
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2025	0.6792	0.2259	0.9051
2026	0.6792	0.2200	0.8992
2027	0.6792	0.2309	0.9101



FACILITY PLANNING COMMITTEE

CLYDE CISD BOND CAPACITY REVIEW

Scenarios	Minimum I&S Tax Rate Required	Estimated Project Deposit(2)
Capacity $3B Data Center $0.0191 Tax Rate Increase	$0.2500	$51,940,000
Capacity $3B Data Center $0.0691 Tax Rate Increase	$0.3000	$64,250,000
Capacity $3B Data Center $0.1191 Tax Rate Increase	$0.3500	$76,500,000
Capacity $3B Data Center $0.1691 Tax Rate Increase	$0.4000	$88,800,000

(1) Assumes current market rates for the refunding analysis, PSF Insurance and an A rating; Preliminary / Subject to change.
(2) Assumes current market rates +50bps for the Capacity analysis, PSF Insurance and an A rating; Preliminary / Subject to change.

FACILITY PLANNING COMMITTEE

STATE MANDATED OVER 65 HOMESTEAD TAX EXEMPTION

- The Over 65 Homestead Tax Exemption grants an additional $10,000 tax exemption to Homestead values.
- Limits Over 65 Homestead property taxes to a tax dollar ceiling depending on when the homeowner applied for the Over 65 exemption.
- Automatically applies to School Districts taxes. (A County, City or Junior College may also limit taxes for the Over-65 Exemption *IF* they adopt a tax ceiling.)
- An increase in I&S tax rate will not increase the Over 65 Homestead property tax ceiling that was set when someone applies for the Over 65 Homestead Exemption.
- Improvements to a Homestead will increase the taxes.



FACILITY PLANNING COMMITTEE

School Construction



BUDGET PROCESSES

- Private vs. Public Construction
- How do we budget?

PRIVATE V. PUBLIC CONSTRUCTION

PRIVATE

1. Design
2. Get Bids
3. Hire Contractor

PUBLIC

1. Pass Bond
   (For Specific Amount)
2. Design
3. Get Bids



FACILITY PLANNING COMMITTEE

PRIVATE V. PUBLIC CONSTRUCTION

Key Differences of Public Construction:

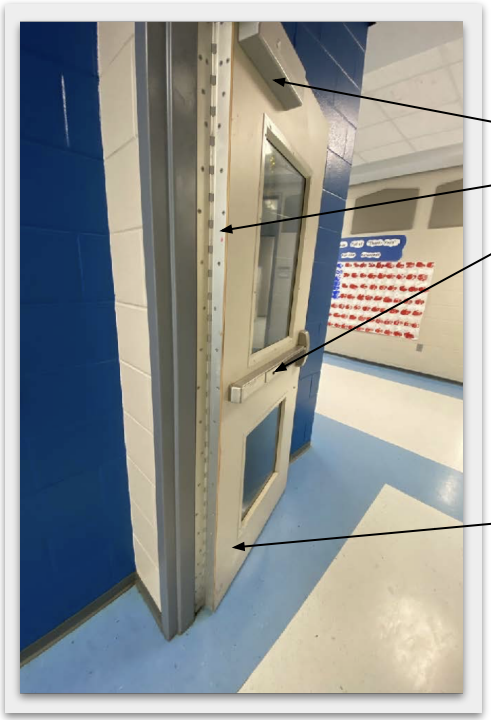
- Generally paid for by public TAX dollars
- Requirements based on capacity and use
- Must meet commercial building codes, local ordinances, Texas Accessibility Standards, and Texas Education Agency Standards
- Built to withstand more traffic and use

PRIVATE V. PUBLIC CONSTRUCTION

Residential



Public



Could be 1,000% or more per door

BUDGET COMPILATION

Construction Costs – Hard Costs:
Review current and recent projects of similar size, type, and geographical location (proximity to large markets).

Every bid is reviewed and provided to District so they know exactly what was bid, who bid it, and for how much.

Cost Escalation:
Approximately 7-12% per year!

Cost escalation is determined by reviewing past project costs and comparing to current project bids.

Timing is everything to maximize cost efficiency.

BUDGET COMPILATION

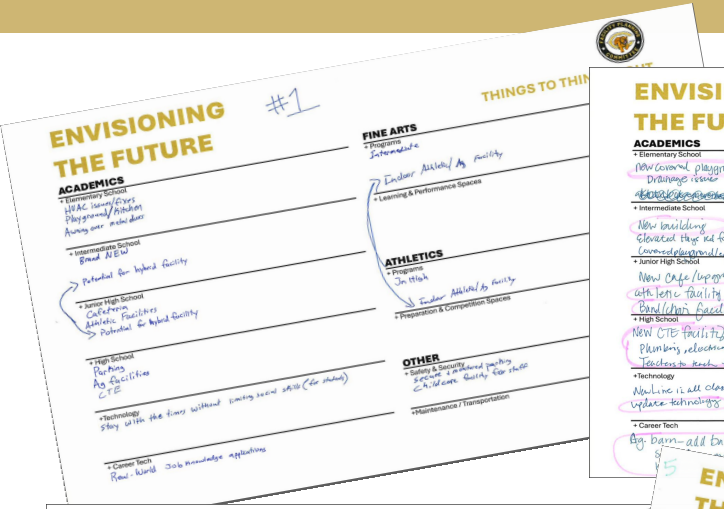
Development Costs- Soft Costs “Tag, Title and Tax”

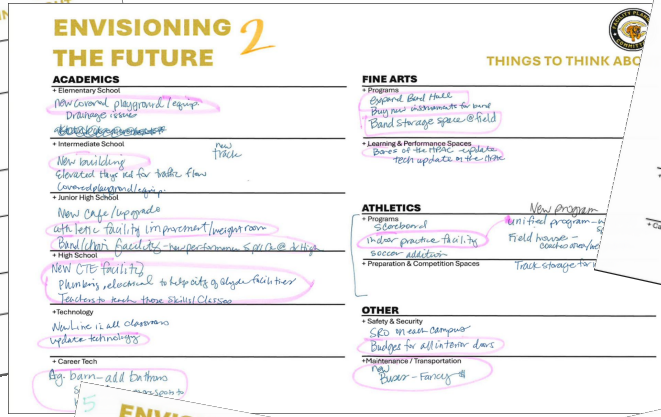
- Design Fees: Architect, Structural Engineer, Civil Engineer, MEP Engineer, etc.
- Asbestos Removal
- Furniture, Fixtures & Equipment (FF&E)
- Temporary Power/Utilities
- 3rd Party Test and Balancing, Plan and Code Review
- Energy and Texas Accessibility Standard (ADA) Inspections
- Technology – speakers, phone, intercom, scoreboards, lighting, etc.
- Bond/Finance Fees
- Contingency: Unforeseen costs. We use 3% on new, 5% on renovation

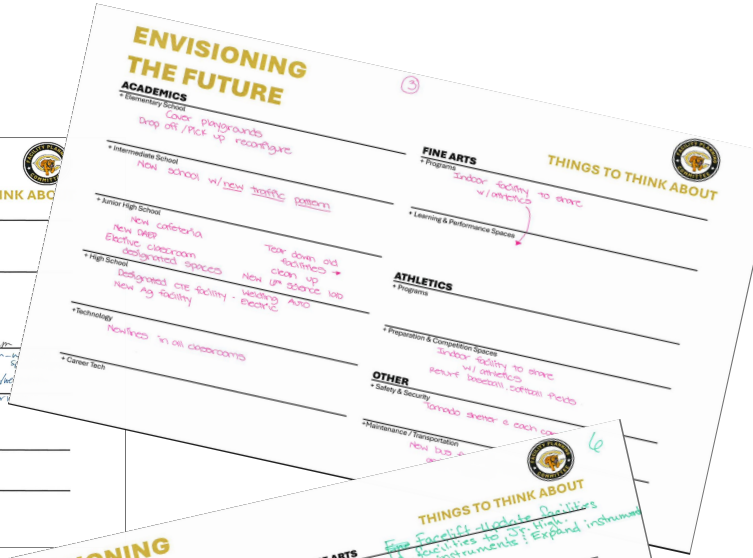
Needs & Wants Review

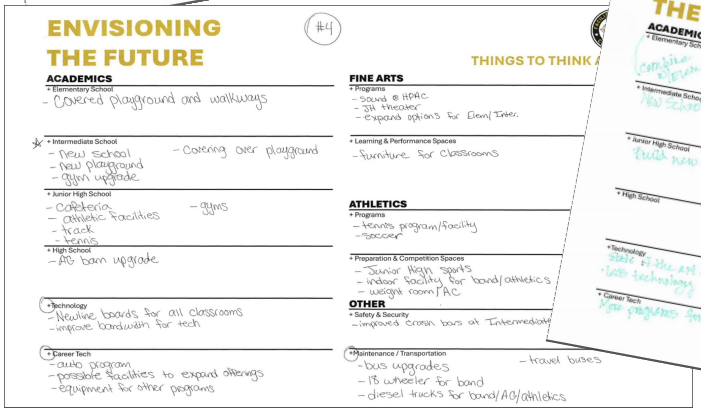


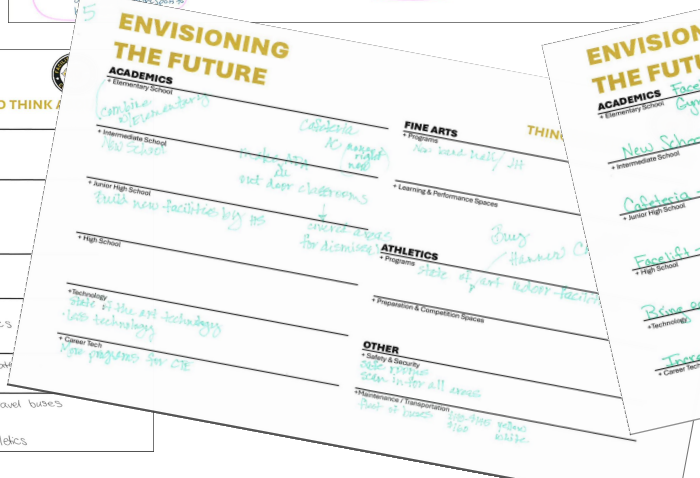
WANTS & NEEDS REVIEW

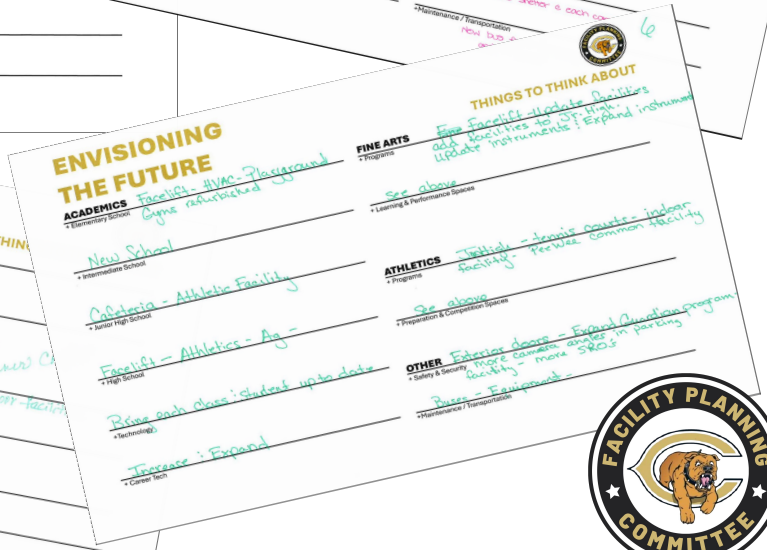






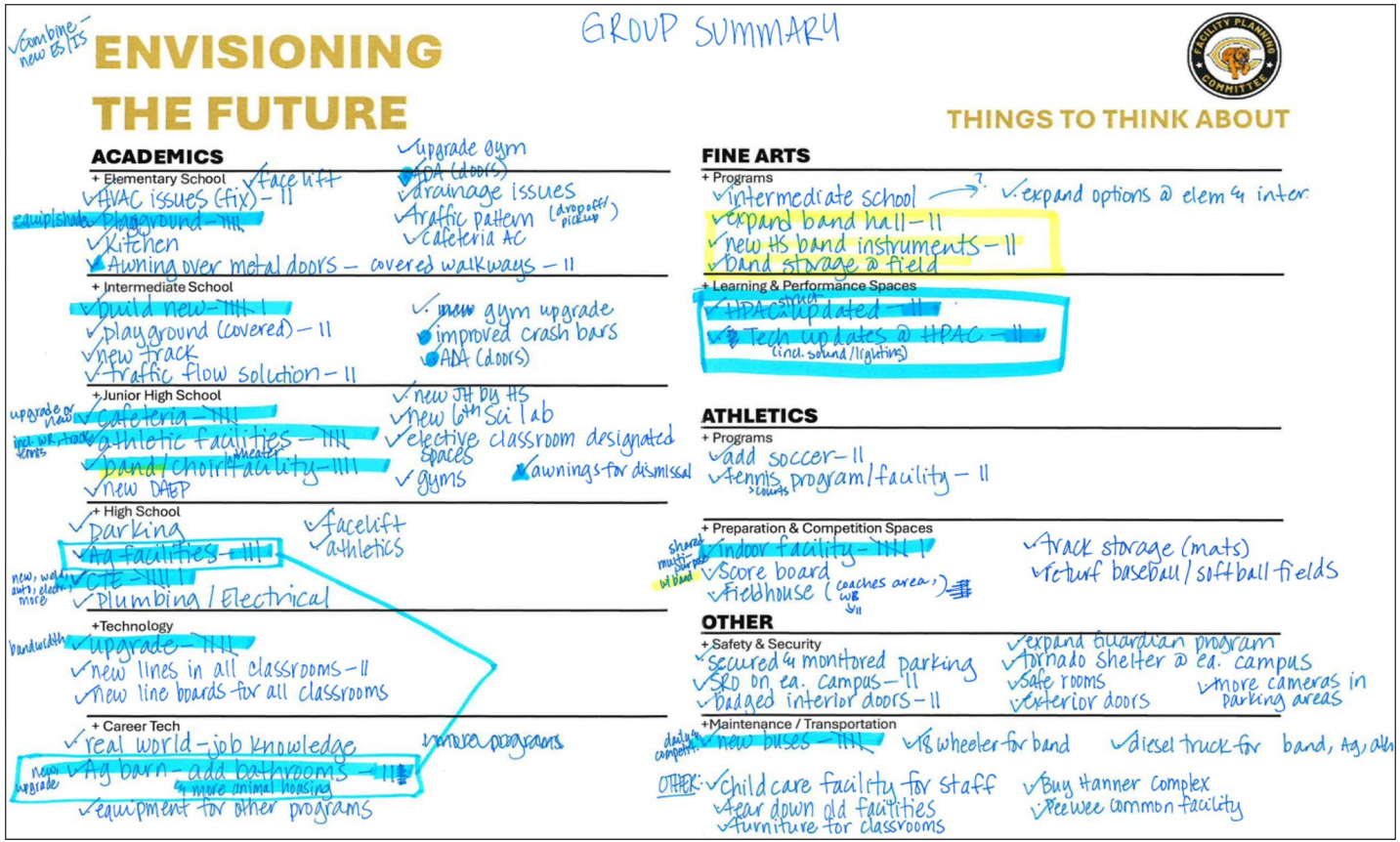






FACILITY PLANNING COMMITTEE

WANTS & NEEDS SUMMARY



Project Costs & Prioritization



PRIORITIZED PROJECTS - ELEMENTARY

			ELEMENTARY								
3	2	1	**New Playground Equipment with Shade Structures**	2,500	SF	$ 200	20%	$ 600,000	9%	$ 654,000
3	2	1	**Replace End of Life HVAC Units**	15	EA	$ 50,000	20%	$ 900,000	9%	$ 981,000
3	2	1	**Interior Cosmetic Upgrades** (flooring, paint, etc.)	50,000	SF	$ 60	20%	$ 3,600,000	9%	$ 3,924,000
3	2	1	**Renovate Kitchen** (equipment)	3,000	SF	$ 800	20%	$ 2,880,000	9%	$ 3,139,200
3	2	1	**Renovate/Improve Exterior Entrance Façade(s)**	2,500	SF	$ 500	20%	$ 1,500,000	9%	$ 1,635,000
3	2	1	**Replace Stand-Alone Gym** (AC, restrooms, awnings, add to building)	8,000	SF	$ 500	20%	$ 4,000,000	9%	$ 4,360,000
			District Considerations:							

ELEMENTARY SITE



PRIORITIZED PROJECTS - INTERMEDIATE

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			INTERMEDIATE SCHOOL							
3	2	1	**New Intermediate School** (400 students)	76,000	SF	$ 675	20%	$ 61,560,000	9%	$ 67,100,400
3	2	1	**Renovate Intermediate School** (heavy renovations)	62,000	SF	$ 300	20%	$ 22,320,000	9%	$ 24,328,800
3	2	1	**New (Combined) Elementary - Intermediate School** (750 students)	125,000	SF	$ 675	20%	$ 101,250,000	9%	$ 110,362,500
3	2	1	**New Playground Equipment with Shade Structures**	2,500	SF	$ 200	20%	$ 600,000	9%	$ 654,000
3	2	1	**Upgrade/Renovate Gym**	8,500	SF	$ 250	20%	$ 2,550,000	9%	$ 2,779,500
3	2	1	**Replace Gravel on Track**		SF		20%		9%	
			District Considerations:							

INTERMEDIATE SITE



PRIORITIZED PROJECTS – JUNIOR HIGH

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			JUNIOR HIGH SCHOOL							
3	2	1	**New Junior High** (375 students, located by high school)	85,000	SF	$ 675	20%	$ 57,375,000	9%	$ 62,538,750
3	2	1	**New Kitchen / Cafeteria** (connect to building with hall or covered walkway)	12,000	SF	$ 650	20%	$ 9,360,000	9%	$ 10,202,400
3	2	1	**Renovate Athletic Facilities** (new weight room equipment and facelift, new track, new tennis courts, locker room updates)	50,000	SF	$ 45	7%	$ 2,407,500	9%	$ 2,624,175
3	2	1	**New Fine Arts Classrooms** (attached to cafeteria - art, band, choir, theater)	4,200	SF	$ 550	7%	$ 2,471,700	9%	$ 2,694,153
3	2	1	**Renovate Gyms** (interior and exterior gym)	7,750	SF	$ 250	7%	$ 1,937,500	9%	$ 2,111,875
3	2	1	**Renovate 6th Grade Science Classroom(s)**	2,000	SF	$ 150	7%	$ 300,000	9%	$ 327,000
			District Considerations: designated spaces for elective classes, exterior facelift							

FACILITY PLANNING COMMITTEE

JUNIOR HIGH SITE



PRIORITIZED PROJECTS – HIGH SCHOOL

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			HIGH SCHOOL							
3	2	1	**New CTE Facility** (ag mech/ag fab/welding, construction trades, health science (CNA), educ. & training, floral/hordiculture, ag science, law enforcement, robotics, sports marketing, cosmetology?)	25,000	SF	$ 500	20%	$ 15,000,000	9%	$ 16,350,000
3	2	1	**Renovate Ag Barn** (include restrooms, more animal pens, expanded show ring)	15,000	SF	$ 150	20%	$ 2,700,000	9%	$ 2,943,000
3	2	1	**Increased Parking** (staff, student, event)	50,000	SF	$ 12	7%	$ 642,000	9%	$ 699,780
3	2	1	**Plumbing & Electrical Upgrades??** (need more info from committee)	NA	LS	NA	NA	NA	NA	NA
3	2	1	**Facelift??** (need more info from committee)	NA	SF	NA	NA	NA	NA	NA
			District Considerations: equipment for other CTE programs, provide real-world job knowledge skills							

HIGH SCHOOL SITE



PRIORITIZED PROJECTS - FINE ARTS

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			FINE ARTS							
3	2	1	**Update HSPAC** (sound, lighting)	4,000	SF	$ 170	7%	$ 680,000	9%	$ 741,200
3	2	1	**Expand HS Band Hall**	5,500	SF	$ 600	20%	$ 3,300,000	9%	$ 3,597,000
3	2	1	**New HS Band Instruments & Uniforms**	1	LS	$ 380,000	7%	$ 380,000	9%	$ 414,200
3	2	1	**Band Storage at Stadium**	3,000	SF	$ 100	7%	$ 300,000	9%	$ 327,000
			District Considerations: expand options at ES & IS, replace HPAC fly system							

PRIORITIZED PROJECTS – ATHLETICS

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			ATHLETICS							
3	2	1	**Re-turf Baseball & Softball Fields**	157,000	LS	$ 15	7%	$ 2,355,000	9%	$ 2,566,950
3	2	1	**Upgrade Fieldhouse** (locker rooms & coaches office)	7,500	SF	$ 50	20%	$ 375,000	9%	$ 408,750
3	2	1	**New Tennis Facility** (6 courts)	18,000	LS	$ 85	7%	$ 1,530,000	9%	$ 1,667,700
3	2	1	**New Scoreboards & Sound System** (stadium, HS main gym)	1	EA	$ 500,000	7%	$ 500,000	9%	$ 545,000
			District Considerations: Add soccer program							

PRIORITIZED PROJECTS – DISTRICT WIDE

Need	Wants	Future Bonds	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			DISTRICT							
3	2	1	**New Multi-Purpose Indoor Facility** (for athletics, band, cheer; 70 yd field, includes weight room, storage, band hall, coach offices, locker rooms)	65,000	SF	$ 225	20%	$ 14,625,000	9%	$ 15,941,250
3	2	1	**New Multi-Purpose Indoor Facility** (for athletics, band, cheer; full field, includes weight room, storage, band hall, coach offices, locker rooms)	80,000	SF	$ 225	20%	$ 18,000,000	9%	$ 19,620,000
3	2	1	**Classroom Technology Upgrades** (increasesd bandwidth, replace new line boards in classrooms)	100	LS	$ 4,500	0%	$ 450,000	9%	$ 490,500
3	2	1	**New Buses** (15 route, 3 travel, 2 micro)	1	LS	$ 3,505,000	0%	$ 3,505,000	9%	$ 3,820,450
3	2	1	**Additional District Vehicles** (18-wheeler, 2 diesel trucks)	1	LS	$ 350,000	7%	$ 350,000	9%	$ 381,500
3	2	1	**Awnings over Metal Doors & Covered Walkways** (ES, JH, HS)	20,000	SF	$ 110	7%	$ 2,200,000	9%	$ 2,398,000
3	2	1	**Improve Traffic Pattern** (drop-off & pick-up at campuses)				7%			
3	2	1	**Repair Drainage Issues** (move water away from the buildings at multiple campuses)		LS		7%			
3	2	1	**New DAEP** (15 students)	5,000	SF	$ 425	20%	$ 2,125,000	9%	$ 2,316,250
3	2	1	**Furniture for Classrooms**	4	LS	100,000	0%	$ 400,000	9%	$ 436,000
3	2	1	**Child Care Facility** (for staff; accommodate 25 children ages birth-3)	7,500	SF	$ 425	20%	$ 3,825,000	9%	$ 4,169,250
3	2	1	**Demolish Old Facilities** (need more info from committee)	NA	SF	NA	NA	NA	NA	NA
			District Considerations: SRO on each campus, expand Guardian program, buy Hanner Complex, provide PeeWee Common Facility, tornado shelter at each campus, ADA Upgrades (doors), safety & security improvements							

FACILITY PLANNING COMMITTEE

PRIORITIZATION ACTIVITY

Need	Wants	Future Bonds	Facility Type / Improvement
			ELEMENTARY
3	2	1	**New Playground Equipment with Shade Structures**
3	2	1	**Replace End of Life HVAC Units**
3	2	1	**Interior Cosmetic Upgrades** (flooring, paint, etc.)
3	2	1	**Renovate Kitchen** (equipment)
3	2	1	**Renovate/Improve Exterior Entrance Façade(s)**
3	2	1	**Renovate Stand-Alone Gym** (AC, restrooms, awnings, add to building)
			District Considerations:

NEXT MEETING

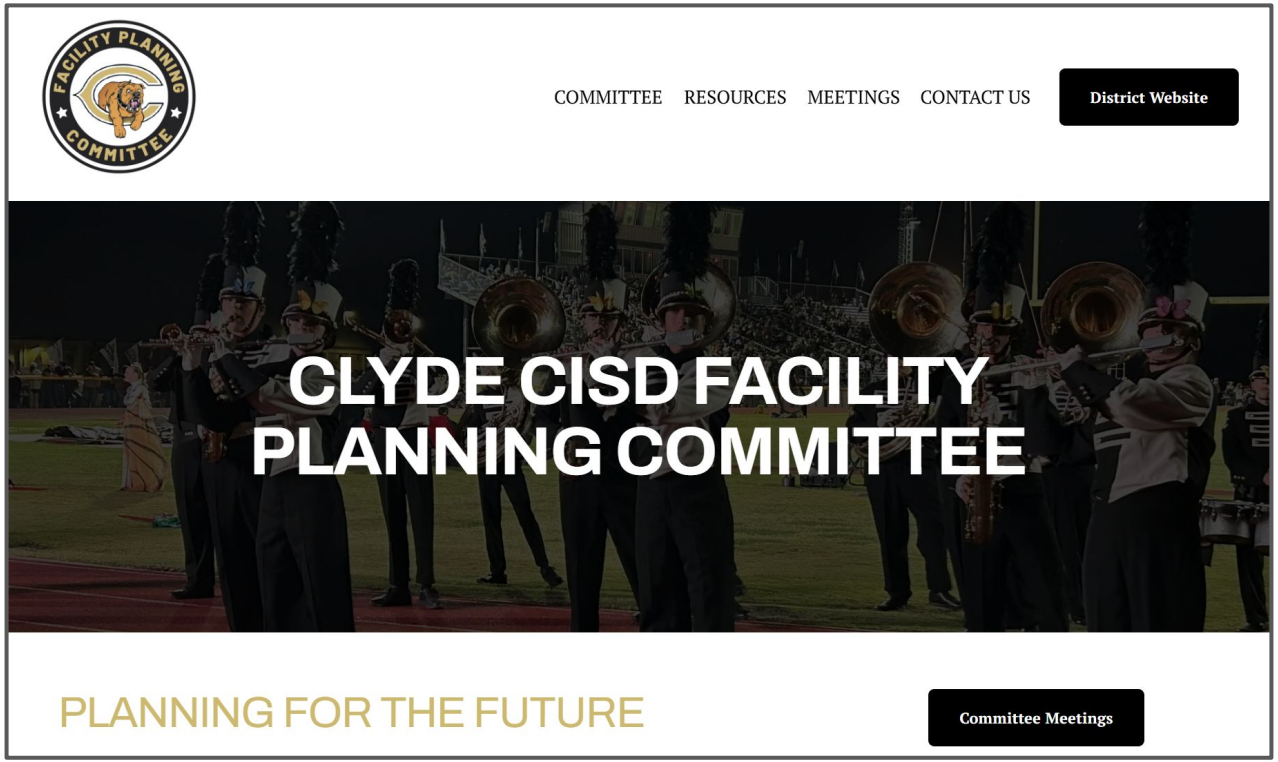
Time: Monday, November 9th @ 6:00 PM

Location: Clyde High School

TENTATIVE AGENDA:

- BOND SCENARIOS
- DETERMINE RECOMMENDATION TO PRESENT TO BOARD

FACILITY PLANNING WEBSITE



www.clydecisdfpc2026.com

Junior High School Tour





CLYDE CISD

Facility Planning Committee

Meeting #4

AGENDA

- Welcome & Review
- Discuss Possible Bond Scenarios
- Select Bond Recommendation
- Next Steps



FACILITY PLANNING COMMITTEE

Review of Committee Activities



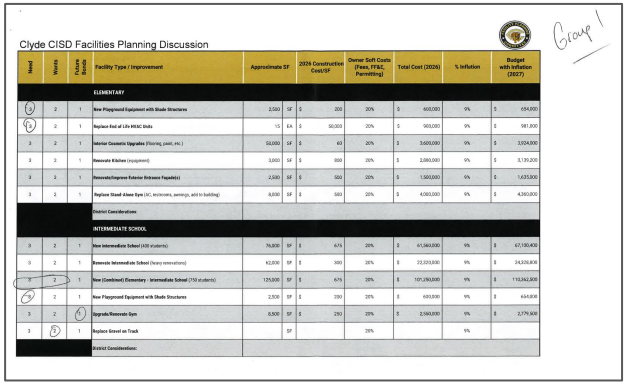
WANTS & NEEDS REVIEW



$364,291,693+

FACILITY PLANNING COMMITTEE

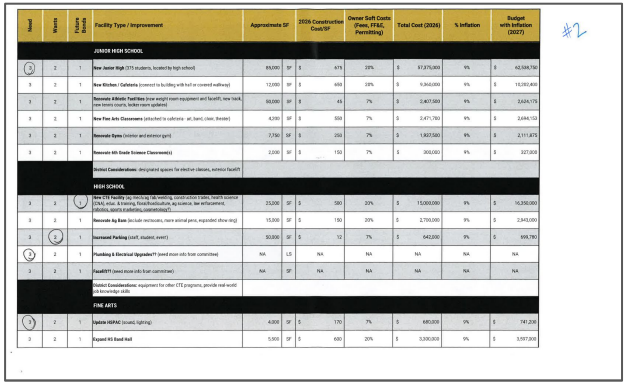
PRIORITIZATION ACTIVITY REVIEW



Clyde CISD Facilities Planning Discussion

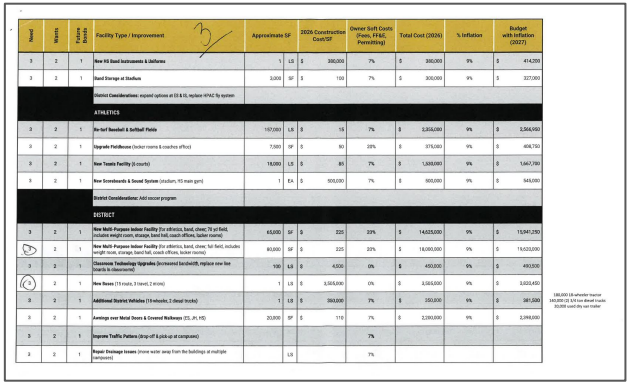
Group 1

Need	Wants	Future Needs	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			ELEMENTARY							
6	2	1	**New Playground Equipment with Shade Structures**	2,500	SF	$ 200	20%	$ 600,000	9%	$ 654,000
5	2	1	**Replace End of Life HVAC Units**	15	EA	$ 50,000	20%	$ 900,000	9%	$ 981,000
3	2	1	**Interior Cosmetic Upgrades** (flooring, paint, etc.)	50,000	SF	$ 60	20%	$ 3,600,000	9%	$ 3,924,000
3	3	1	**Renovate Kitchen** (equipment)	3,000	SF	$ 800	26%	$ 2,080,000	9%	$ 2,135,200
3	3	1	**Renovate/Improve Exterior Entrance Façade(s)**	2,500	SF	$ 550	20%	$ 1,500,000	9%	$ 1,635,000
3	2	1	**Replace Stand-Alone Gym** (AC, restrooms, awnings, add to building)	8,000	SF	$ 500	20%	$ 4,000,000	9%	$ 4,360,000
			District Considerations:							
			INTERMEDIATE SCHOOL							
3	2	1	**New intermediate School** (430 students)	76,800	SF	$ 675	28%	$ 61,560,000	9%	$ 67,100,400
3	2	1	**Renovate Intermediate School** (heavy renovations)	42,000	SF	$ 300	26%	$ 22,323,000	9%	$ 24,328,800
3	2	1	**New (Combined) Elementary - Intermediate School** (750 students)	125,000	SF	$ 675	28%	$ 107,250,000	9%	$ 110,362,500
6	2	1	**New Playground Equipment with Shade Structures**	2,500	SF	$ 200	26%	$ 650,000	9%	$ 654,000
3	2	6	**Upgrade/Renovate Gym**	8,500	SF	$ 250	25%	$ 2,560,000	9%	$ 2,779,600
3	3	5	**Replace Gravel on Track**		SF		26%		9%	
			District Considerations:							



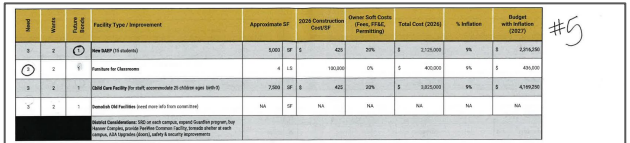
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Need	Wants	Future Needs	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
			JUNIOR HIGH SCHOOL							
3	2	1	**New Junior High** (575 students, located by high school)	89,000	SF	$ 675	28%	$ 97,575,000	9%	$ 62,538,750
3	2	1	**New Kitchen / Cafeteria** (connect to building with hall or covered walkway)	12,000	SF	$ 650	28%	$ 9,360,000	9%	$ 10,202,400
3	2	1	**Renovate Athletic Facilities** (new weight room equipment and facelift, new track, new tennis courts, locker room updates)	60,000	SF	$ 45	7%	$ 2,407,500	9%	$ 2,624,175
3	2	1	**New Fine Arts Classrooms** (attached to cafeteria - art, band, choir, theater)	4,200	SF	$ 550	7%	$ 2,471,760	9%	$ 2,694,153
3	3	1	**Renovate Gym** (interior and exterior gym)	7,750	SF	$ 250	7%	$ 1,937,500	9%	$ 2,111,875
3	3	1	**Renovate 6th Grade Science Classroom(s)**	2,000	SF	$ 150	7%	$ 300,000	9%	$ 327,000
			District Considerations: designated spaces for elective classes, exterior facelift							
			HIGH SCHOOL							
3	2	1	**New CTE Facility** (eg: metals lab/welding, construction trades, health science (CNA), educ. & training, fire/law/business, ag science, law enforcement, robotics, sports marketing, cosmetology?)	25,000	SF	$ 900	20%	$ 15,000,000	9%	$ 16,350,000
3	2	1	**Renovate Ag Barn** (include restrooms, more animal pens, expanded show ring)	15,000	SF	$ 150	20%	$ 2,700,000	9%	$ 2,943,000
2	2	1	**Increased Parking** (staff, student, event)	50,000	SF	$ 12	7%	$ 642,000	9%	$ 699,780
3	2	1	**Plumbing & Electrical Upgrades??** (need more info from committee)	NA	LS	NA	NA	NA	NA	NA
3	2	1	**Facelift??** (need more info from committee)	NA	SF	NA	NA	NA	NA	NA
			District Considerations: equipment for other CTE programs, provide real-world job knowledge skills							
			FINE ARTS							
6	2	1	**Update HSFAC** (sound, lighting)	4,000	SF	$ 170	7%	$ 680,000	9%	$ 741,200
3	2	1	**Expand HS Band Hall**	5,500	SF	$ 600	20%	$ 3,300,000	9%	$ 3,597,000



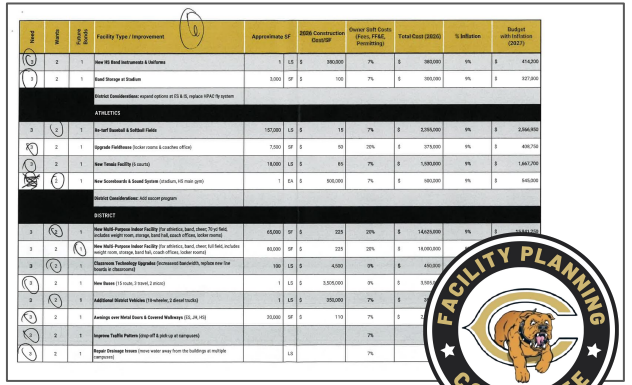
3

Need	Wants	Future Needs	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
3	2	1	**New Junior High** (575 students, located by high school)	89,000	SF	$ 675	28%	$ 97,575,000	9%	$ 62,538,750
3	2	1	**New Kitchen / Cafeteria** (connect to building with hall or covered walkway)	12,000	SF	$ 650	28%	$ 9,360,000	9%	$ 10,202,400
3	2	1	**Renovate Athletic Facilities** (new weight room equipment and facelift, new track, new tennis courts, locker room updates)	60,000	SF	$ 45	7%	$ 2,407,500	9%	$ 2,624,175
3	2	1	**New Fine Arts Classrooms** (attached to cafeteria - art, band, choir, theater)	4,200	SF	$ 550	7%	$ 2,471,760	9%	$ 2,694,153
3	3	1	**Renovate Gym** (interior and exterior gym)	7,750	SF	$ 250	7%	$ 1,937,500	9%	$ 2,111,875
3	3	1	**Renovate 6th Grade Science Classroom(s)**	2,000	SF	$ 150	7%	$ 300,000	9%	$ 327,000
			District Considerations: designated spaces for elective classes, exterior facelift							
			HIGH SCHOOL							
3	2	1	**New CTE Facility** (eg: metals lab/welding, construction trades, health science (CNA), educ. & training, fire/law/business, ag science, law enforcement, robotics, sports marketing, cosmetology?)	25,000	SF	$ 900	20%	$ 15,000,000	9%	$ 16,350,000
3	2	1	**Renovate Ag Barn** (include restrooms, more animal pens, expanded show ring)	15,000	SF	$ 150	20%	$ 2,700,000	9%	$ 2,943,000
2	2	1	**Increased Parking** (staff, student, event)	50,000	SF	$ 12	7%	$ 642,000	9%	$ 699,780
3	2	1	**Plumbing & Electrical Upgrades??** (need more info from committee)	NA	LS	NA	NA	NA	NA	NA
3	2	1	**Facelift??** (need more info from committee)	NA	SF	NA	NA	NA	NA	NA
			District Considerations: equipment for other CTE programs, provide real-world job knowledge skills							
			FINE ARTS							
6	2	1	**Update HSFAC** (sound, lighting)	4,000	SF	$ 170	7%	$ 680,000	9%	$ 741,200
3	2	1	**Expand HS Band Hall**	5,500	SF	$ 600	20%	$ 3,300,000	9%	$ 3,597,000



#5

Need	Wants	Future Needs	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
3	2	1	**New DAEP** (19 students)	5,000	SF	$ 425	20%	$ 2,125,000	9%	$ 2,316,250
2	2	1	**Furniture for Classrooms**	4	LS	100,000	0%	$ 400,000	9%	$ 436,000
3	2	1	**Child Care Facility** (for staff; accommodate 25 children ages birth-5)	7,000	SF	$ 425	20%	$ 3,825,000	9%	$ 4,169,250
5	2	1	**Demolish Old Facilities** (need more info from committee)	NA	SF	NA	NA	NA	NA	NA
			District Considerations: SNE or each campus, expand Guardian program, Ivy Haven Complex, provide Panther Common Facility, bimodal shelter at each campus, ADA Upgrades (doors), safety & security improvements							



6

Need	Wants	Future Needs	Facility Type / Improvement	Approximate SF		2026 Construction Cost/SF	Owner Soft Costs (Fees, FF&E, Permitting)	Total Cost (2026)	% Inflation	Budget with Inflation (2027)
6	2	1	**New HS Band Instruments & Uniforms**	1	LS	$ 350,000	7%	$ 350,000	9%	$ 414,200
3	2	1	**Band Storage at Stadium**	3,000	SF	$ 100	7%	$ 300,000	9%	$ 327,000
			District Considerations: expand options at ES & IS, replace HVAC fly system							
			ATHLETICS							
3	2	1	**Re-turf Baseball & Softball Fields**	157,000	LS	$ 15	7%	$ 2,359,000	9%	$ 2,566,950
3	2	1	**Upgrade Fieldhouse** (locker rooms & coaches office)	7,500	SF	$ 50	20%	$ 375,000	9%	$ 408,750
3	2	1	**New Tennis Facility** (6 courts)	18,000	LS	$ 85	7%	$ 1,530,000	9%	$ 1,667,700
3	2	1	**New Scoreboards & Sound System** (stadium, HS main gym)	1	EA	$ 500,000	7%	$ 500,000	9%	$ 545,000
			District Considerations: Add soccer program							
			DISTRICT							
3	2	1	**New Multi-Purpose Indoor Facility** (for athletics, band, choir, 70 yd field, includes weight room, storage, band hall, coach offices, locker rooms)	65,000	SF	$ 225	20%	$ 14,625,000	9%	$ 15,941,250
3	2	1	**New Multi-Purpose Indoor Facility** (for athletics, band, choir, full field, includes weight room, storage, band hall, coach offices, locker rooms)	80,000	SF	$ 225	20%	$ 18,000,000	9%	$ 19,620,000
3	3	1	**Classroom Technology Upgrades** (increased bandwidth, replace one line boards in classrooms)	100	LS	$ 4,500	0%	$ 450,000	9%	$ 490,500
2	2	1	**New Buses** (15 route, 3 travel, 2 micro)	1	LS	$ 3,505,000	0%	$ 3,505,000	9%	$ 3,820,450
3	2	1	**Additional District Vehicles** (10 shuttle, 2 diesel trucks)	1	LS	$ 300,000	7%	$ 300,000	9%	$ 327,000
3	2	1	**Awnings over Metal Doors & Covered Walkways** (ES, JH, HS)	20,000	SF	$ 110	7%	$ 2,200,000	9%	$ 2,398,000
3	2	1	**Improve Traffic Patterns** (drop-off & pick-up at campuses)				7%			
3	2	1	**Repair Drainage Issues** (move water away from the buildings at multiple campuses)		LS		7%			

180,000 LB wheeler loader
160,000 LB 5/4 low diesel trucks
50,000 used dry van trailer

FACILITY PLANNING COMMITTEE

TOP PRIORITIES

Group Score	Need	Want	Future Bond	Individuals Score	Need	Want	Future Bond	Facility Type / Improvement	$117,415,890	
18	18	0	0	72	69	2	1	**Replace End of Life HVAC Units**	$ 981,000.00	100%
17	15	2	0	65	51	14	0	**New Buses** (15 route, 3 travel, 2 micro)	$ 3,820,450.00	94%
16	12	4	0	61	36	24	1	**New Playground Equipment with Shade Structures** (Elementary School)	$ 654,000.00	89%
15	12	2	1	61	48	10	3	**New CTE Facility** (ag mech/ag fab/welding, construction trades, health science (CNA), educ. & training, floral/hordiculture, ag science, law enforcement, robotics, sports marketing, cosmetology?)	$ 20,601,000.00	83%
15	15	0	0	50	45	4	1	**New Multi-Purpose Indoor Facility** (for athletics, band, cheer; full field, includes weight room, storage, band hall, coach offices, locker rooms)	$ 19,620,000.00	83%
2	0	2	0	29	24	4	1	**New Multi-Purpose Indoor Facility** (for athletics, band, cheer; 70 yd field, includes weight room, storage, band hall, coach offices, locker rooms)	$ 15,941,250.00	
14	12	2	0	50	24	22	4	**Increased Parking** (staff, student, event - @HPAC)	$ 699,780.00	78%
13	12	0	1	24	15	4	5	**Plumbing & Electrical Upgrades??** (need more info from committee)		
12	12	0	0	35	30	4	1	**New Intermediate School** (400 students)	$ 56,446,740.00	67%
12	12	0	0	60	51	8	1	**New Kitchen / Cafeteria** (connect to building with hall or covered walkway)	$ 10,908,720.00	67%
11	9	2	0	60	48	10	2	**Update HSPAC** (sound, lighting)	$ 741,200.00	61%
9	9	0	0	55	39	14	2	**Renovate Ag Barn** (include restrooms, more animal pens, expanded show ring)	$ 2,943,000.00	50%

PROJECT PRIORITIZATION

Group Score	Need	Want	Future Bond	Individuals Score	Need	Want	Future Bond	Facility Type / Improvement		COST
8	6	2	0	24	18	2	4	**New (Combined) Elementary - Intermediate School** (750 students)	$	110,362,500.00
8	6	2	0	45	33	8	4	**Renovate Athletic Facilities** (new weight room equipment and facelift, new track, new tennis courts, locker room updates)	$	2,624,175.00
8	6	2	0	51	24	24	3	**New Fine Arts Classrooms** (attached to cafeteria - art, band, choir, theater)	$	2,694,153.00
8	6	2	0	41	21	18	2	**New Scoreboards & Sound System** (stadium, HS main gym)	$	545,000.00
8	6	2	0	22	9	12	1	**Furniture for Classrooms**	$	436,000.00
7	6	0	1	38	30	4	4	**New Junior High** (375 students, located by high school)	$	62,538,750.00
7	3	4	0	28	12	12	4	**Re-turf Baseball & Softball Fields**	$	2,566,950.00
6	3	2	1	36	18	14	4	**Renovate Kitchen** (equipment)	$	3,139,200.00
6	3	2	1	35	15	10	10	**Replace Stand-Alone Gym** (AC, restrooms, awnings, add to building)	$	4,360,000.00
6	3	2	1	33	15	14	4	**New HS Band Instruments & Uniforms**	$	414,200.00
6	0	6	0	45	21	22	2	**Classroom Technology Upgrades** (increasesd bandwidth, replace new line boards in classrooms)	$	490,500.00
6	6	0	0	22	15	2	5	**Awnings over Metal Doors & Covered Walkways** (ES, JH, HS)	$	2,398,000.00
6	6	0	0	26	18	6	2	**Improve Traffic Pattern** (drop-off & pick-up at campuses)		
6	6	0	0	26	18	6	2	**Repair Drainage Issues** (move water away from the buildings at multiple campuses)		
5	3	2	0	26	12	14	0	**New Playground Equipment with Shade Structures** (Intermediate School)	$	654,000.00
5	3	2	0	29	12	10	7	**Band Storage at Stadium**	$	327,000.00

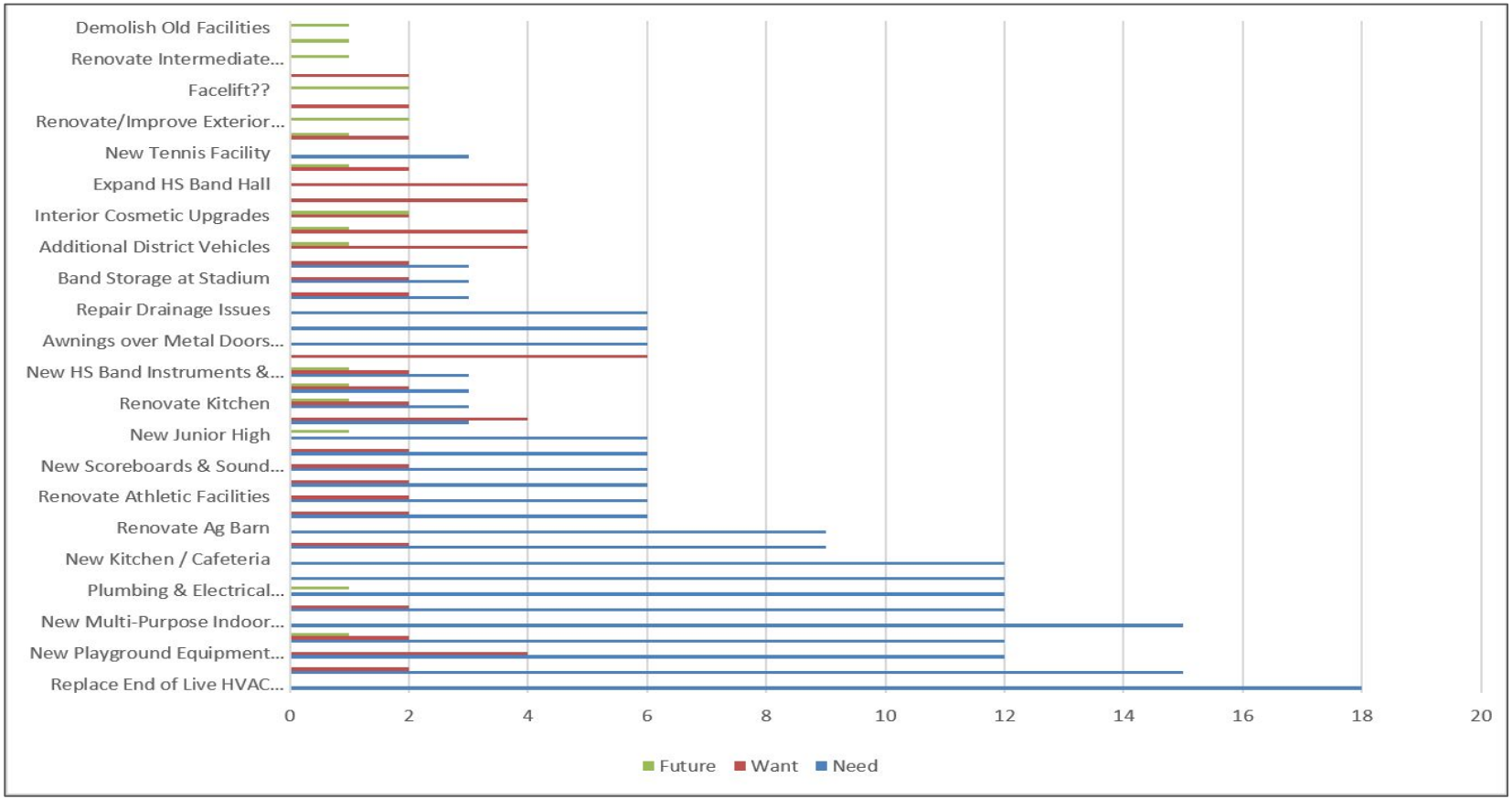
FACILITY PLANNING COMMITTEE

PROJECT PRIORITIZATION

Group Score	Need	Want	Future Bond	Individuals Score	Need	Want	Future Bond	Facility Type / Improvement	COST
5	3	2	0	37	12	22	3	**Upgrade Fieldhouse** (locker rooms & coaches office)	$ 408,750.00
5	0	4	1	30	9	16	5	**Additional District Vehicles** (18-wheeler, 2 diesel trucks)	$ 381,500.00
5	0	4	1	23	3	14	6	**Child Care Facility** (for staff; accommodate 25 children ages birth-3)	$ 4,169,250.00
4	0	2	2	36	15	12	9	**Interior Cosmetic Upgrades** (flooring, paint, etc.)	$ 3,924,000.00
4	0	4	0	33	12	16	5	**Renovate Gyms** (interior and exterior gym)	$ 2,111,875.00
4	0	4	0	36	15	12	9	**Expand HS Band Hall**	$ 3,597,000.00
3	0	2	1	19	9	6	4	**Upgrade/Renovate Gym**	$ 2,779,500.00
3	3	0	0	26	12	6	8	**New Tennis Facility** (6 courts)	$ 1,667,700.00
3	0	2	1	11	3	4	4	**New DAEP** (15 students)	$ 2,316,250.00
2	0	0	2	15	0	6	9	**Renovate/Improve Exterior Entrance Façade(s)**	$ 1,635,000.00
2	0	2	0	19	0	16	3	**Replace Gravel on Track**	
2	0	0	2	10	0	4	6	**Facelift??** (need more info from committee)	
1	0	0	1	20	12	8	0	**Renovate Intermediate School** (heavy renovations)	$ 24,328,800.00
1	0	0	1	23	3	12	8	**Renovate 6th Grade Science Classroom(s)**	$ 327,000.00
1	0	0	1	14	12	0	2	**Demolish Old Facilities** (need more info from committee)	

FACILITY PLANNING COMMITTEE

PRIORITY VISUAL



Bond Scenarios



SCENARIO 1

TOTAL INVESTMENT: $46,000,000

- ★ Replace End of Life HVAC Units - $981,000
- ★ New Buses (15 route, 3 travel, 2 micro) - $3,820,450
- ★ New ES School Playground Equipment w/ Shade Structures - $654,000
- ★ New IS School Playground Equipment w/ Shade Structures - $654,000
- ★ New JH Kitchen / Cafeteria - $10,908,720
- ★ New Multi-Purpose Indoor Facility - $15,941,250
- ★ New JH Fine Arts Classrooms & Fieldhouse - $3,678750
- ★ Increased Parking - $699,780
- ★ Update HSPAC - $741,200
- ★ Renovate Ag Barn - $2,943,000
- ★ Furniture and Technology Upgrades - $4,977,850

TAX IMPACT: $0.000
TOTAL I&S TAX RATE: $0.2309

FACILITY PLANNING COMMITTEE

SCENARIO 2

TOTAL INVESTMENT: $49,827,170

- ★ Replace End of Life HVAC Units - $981,000
- ★ New ES School Playground Equipment w/ Shade Structures - $654,000
- ★ New CTE Facility - $20,601,000
- ★ New Multi-Purpose Indoor Facility - $15,941,250
- ★ New JH Kitchen / Cafeteria - $10,908,720
- ★ Update HSPAC - $741,200

TAX IMPACT: $0.0175
TOTAL I&S TAX RATE: $0.2484

FACILITY PLANNING COMMITTEE

SCENARIO 3

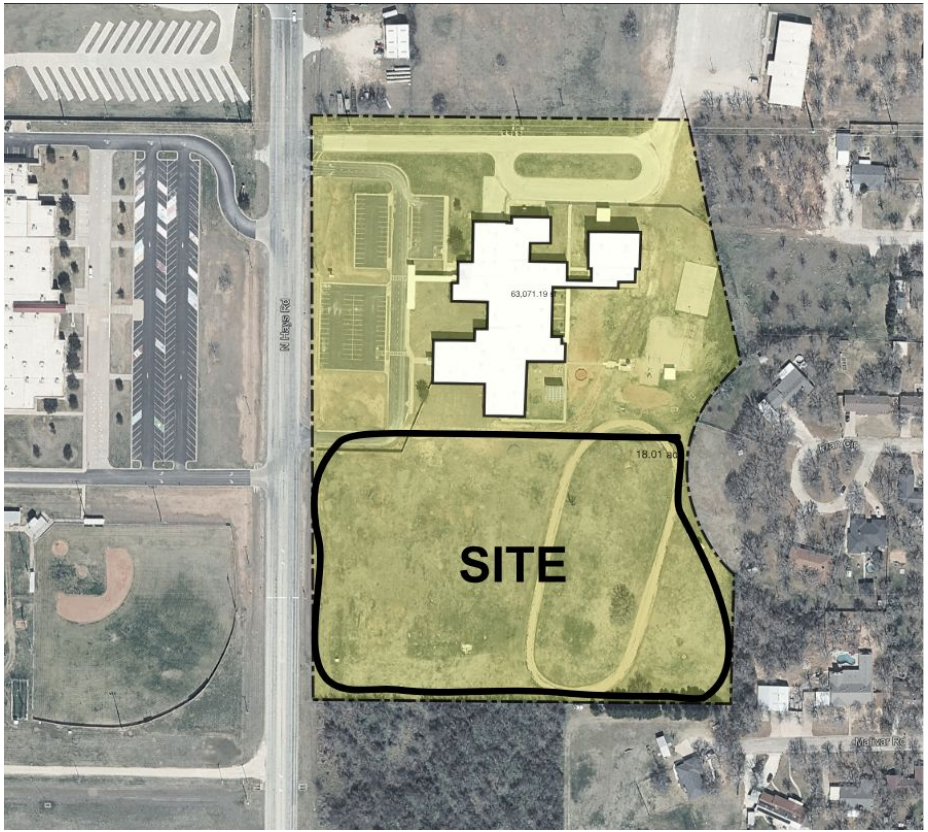
TOTAL INVESTMENT: $59,522,720

- ★ New Intermediate School (400 students) - $56,446,740
- ★ Replace End of Life HVAC Units - $981,000
- ★ New ES School Playground Equipment w/ Shade Structures - $654,000
- ★ Increased Parking - $699,780
- ★ Update HSPAC - $741,200

TAX IMPACT: $0.0575
TOTAL I&S TAX RATE: $0.2884

FACILITY PLANNING COMMITTEE

POTENTIAL INTERMEDIATE SCHOOL SITE LOCATION



- 400 Student Capacity
- Classrooms, Science Labs & Special Program Spaces
- Music Room, Computer Lab & Gym
- Media Center
- Food Service (Cafeteria & Kitchen)
- Administrative Offices
- Playground & Outdoor Learning

SCENARIO SUMMARY

SCENARIO	BUDGET	SUMMARY
SCENARIO 1	**$46,000,000**	Replace End of Life HVAC Units, New Buses, New ES Playground Equipment w/ Shade Structures, New IS Playground Equipment w/ Shade Structures, New JH Kitchen/Cafeteria, New Multi-Purpose Indoor Facility, New JH Fine Arts Classrooms & Fieldhouse, Increased Parking, Update HSPAC, Renovate Ag Barn, Furniture and Technology Upgrades
Tax Impact: $0.00		
SCENARIO 2	**$49,827,170**	Replace End of Life HVAC Units, New ES Playground Equipment w/ Shade Structures, New CTE Facility, New Multi-Purpose Indoor Facility, New JH Kitchen / Cafeteria, Update HSPAC
Tax Impact: $0.0175		
SCENARIO 3	**$56,446,740**	New Intermediate School, Replace End of Life HVAC Units, New ES Playground Equipment w/ Shade Structures,Increased Parking, Update HSPAC
Tax Impact: $0.0575		

SCENARIO RECOMMENDATION

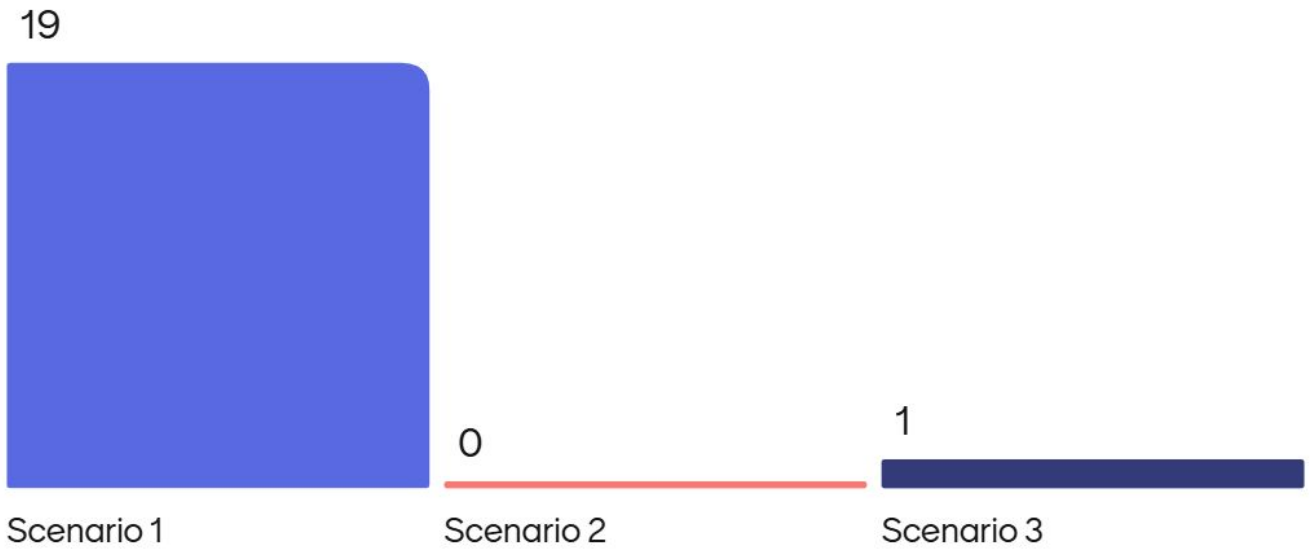
If you feel the Committee should recommend a bond to the Clyde CISD Board of Trustees, please select the Bond Scenario you would recommend.

Join at menti.com

SCENARIO RECOMMENDATION

Menti

If you feel the Committee should recommend a bond to the Clyde CISD Board of Trustees, please select the Bond Scenario you would recommend.



COMMITTEE RECOMMENDATION

01 | TAX IMPACT

During the FPC meeting, the committee engaged in thoughtful and extensive discussion regarding the various projects prioritized during previous meetings. Additionally, members expressed a strong desire to present a recommendation to the Board that would result in zero-cent tax rate increase.

02 | SCENARIO REDESIGN

Administration and consultants presented three scenarios incorporating feedback gathered during Meetings #2 and #3. The committee then refined Scenario 1 to better reflect the established priorities and preferences.

03 | BOARD RECOMMENDATION

The committee voted to formally recommend Scenario 1 for consideration by the Clyde CISD Board of Trustees at an upcoming meeting.

04 | NEXT PROJECT PRIORITY

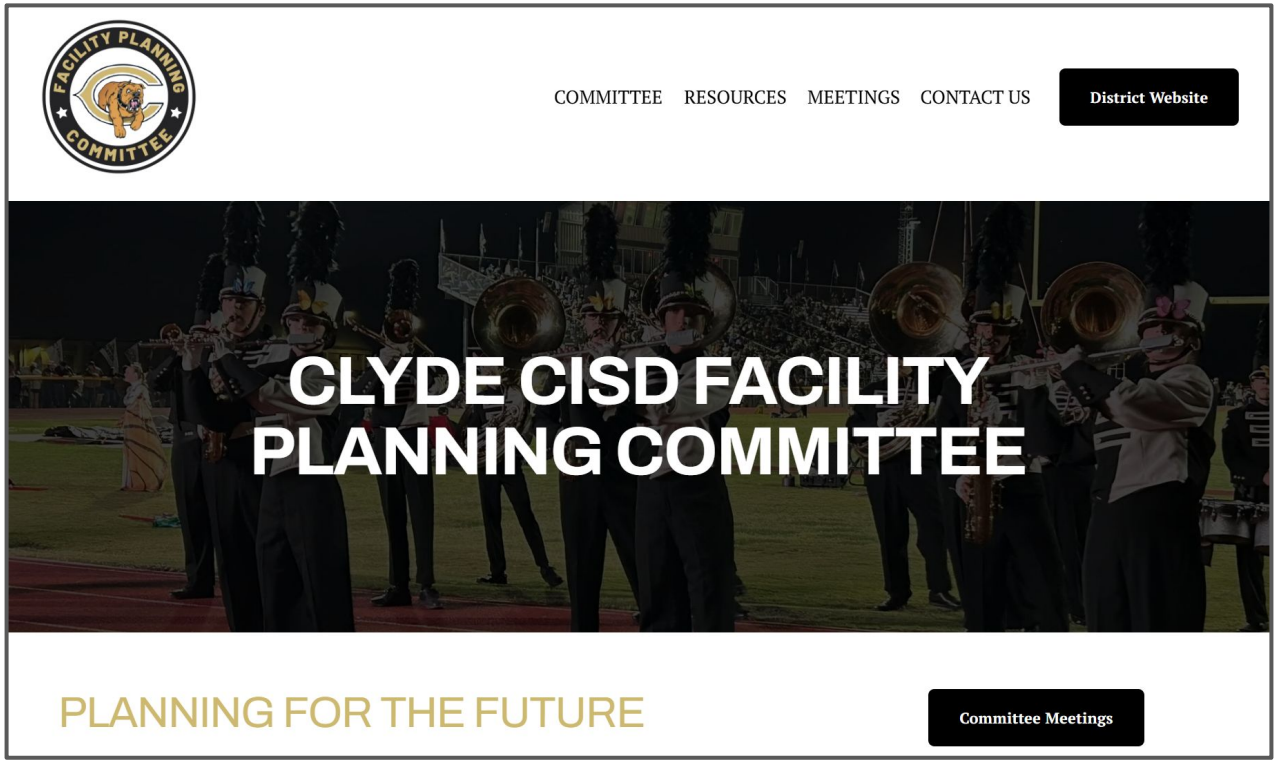
The committee also expressed strong support for a New Intermediate School as Clyde CISD's next major project, recognizing that it would require a tax rate increase at this time.

BOND TIMELINE - May

- Last day to call bond election: Friday, February 12th @ 5:00 PM
  - Bond Recommendation to Clyde CISD Board of Trustees
    - Made by FPC Member Representatives
- Last day to register to vote: Thursday, April 1, 2027
- Early voting starts: Monday, April 19, 2027
- Last day of early voting: Tuesday, April 27, 2027

May 1 Election Day

FACILITY PLANNING WEBSITE



www.clydecisdfpc2026.com

Ag Barn Tours
&
Thank You!



BOARD MEETING MINUTES

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

ATTENDANCE:

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

Present: 5, Absent: 2.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

Board President Robert Frost called the meeting to order at 6:01 PM with a quorum of board members present. Also present was Superintendent Bryan Allen. Other Clyde CISD personnel in attendance included Rhonda Neal, Kasey Adkins, Mildred Petty, Josh Parker, Jamie Munoz, Casey Hodges, Callie Van Hoff, Melanie Brown, Cody Hodges, Jennifer Wilson, Erin Davis, Mike Neal, and Courtney Bridges.

2. INVOCATION

The invocation was led by Jay Louder.

3. PLEDGES OF ALLEGIANCE

Robert Frost led the pledges of allegiance.

4. SPECIAL RECOGNITIONS AND PRESENTATIONS

Principals Josh Parker, Mildred Petty, Casey Hodges and Jamie Munoz introduced their campus/department Employees of the Month. Those recognized included:

Elementary: Victoria Serrano & Don Strohl

Intermediate: Stacy Hansen & Kinley Martin

Jr High: Irene Mason & Hollie Robledo

High School: Carissa Smith

Maintenance: Thomas Baker

Transportation: Judy Gallagher

Greg Welch was recognized for 28 years of services to the Board of Trustees. Courtney

Bridges was awarded a certificate of recognition for Human Resources Day. Josh Parker, Casey Hodges, Jamie Munoz, and Midlred Petty were presented with certificates for Principal Appreciation Month.

4.1. Special Recognition

4.2. Texas Education Human Resources Appreciation Day: October 14, 2026

4.3. Principal's Appreciation Month - October

4.4. Employee Recognitions

5. **RECOGNITION OF VISITORS/PUBLIC COMMENT**
No one signed up to speak in an open forum.

6. **PUBLIC ANNOUNCEMENT OF BOARD MEMBER TRAINING HOURS**
Robert Frost reported the Board members who are in compliance with their required annual training.

7. **ADMINISTRATIVE REPORTS**

7.1. Clyde CISD Strategic Plan Progress Report - Priority Four
Bryan Allen presented an update about the Clyde CISD Strategic Planning—Priority Four (Financial Integrity and Transparency).

7.2. Campus and Departmental Reports

Mildred Petty and Casey Hodges presented information about their campuses which included academic and campus-wide achievements. Tiffany Edwards from Communities in Schools presented data and information about her work at the Junior High campus.

7.3. Monthly Financial and Investment Reports
Rhonda Neal presented the monthly financial and investment reports.

7.4. Curriculum and Special Programs Report
Bryan Allen presented information about curriculum and special programs.

7.4.1. Clyde CISD Title III/EB (ESL) Program Evaluation 2026
Bryan Allen presented information about Clyde's Emergent Bilingual and English Second Lanuage students.

7.5. Superintendent Report
Bryan Allen presented information regarding district wide attendance and the upcoming election with dates and locations to vote. He also stated that May 7, 2026, would be the district's Staff Wellness Day.

7.5.1. Enrollment and Attendance Update

7.5.2. Board Trustee Election Information and Early Voting Locations

7.5.3. Wellness Day — Scheduled for May 7, 2027

7.5.4. Next Regular Meeting of the Board of Trustees: November 16, 2026 at 6:00 PM

8. **DISCUSSION ITEMS**
presented information about

8.1. Facilities Planning Committee Update
Bryan Allen explained that the 3rd Facility Planning Meeting took place on October 6, 2026, along with a summary of the meeting.

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 Cody Walton, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

9.1.1. Approve Minutes of the Previous Meeting(s)

9.1.2. Approve Monthly Financial and Investment Reports

9.1.3. Approve Payment in the Annual Amount of $77,370 to Callahan County Appraisal District for Tax Appraisal Services for the 2026-2027 school year.

9.1.4. Approve Payment to Shackleford County Appraisal District for Tax Appraisal Services for the 2026-2027 school year.

9.1.5. Approve the School Health Advisory Committee (SHAC) for 2026-27

9.1.6. Approve 2026-2027 Clyde CISD District Improvement Plan

9.1.7. Approve an Amendment to the 2026-2027 Budget

9.2. Consideration and Possible Action to Approve the Annual Investment Report and to Approve a Resolution of the Board Documenting the Review of Investment Policies and Strategies
A motion to approve the annual review of investment policies and strategies with no changes from previous year, and to approve a resolution of the Board documenting this annual review. This motion, made by Jay Louder and seconded by Cody Walton, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

9.3. Consideration and Possible Action to Adopt the TASB Policy Revision of DEC (LOCAL)
A motion to approve revisions to Clyde CISD Board Policy DEC(LOCAL), as presented by TASB. This motion, made by Cody Walton and seconded by Jay Louder, Passed.

Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

9.4. Consideration and Possible Action to Approve a TEA ESL/Bilingual Exceptions Waiver for the 2026-2027 School Year
A motion to approve a TEA ESL/Bilingual Exceptions Waiver for the 2026-2027 school year, and to instruct the superintendent to submit the waiver application to TEA. This motion, made by Cody Walton and seconded by Bethany Powell, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

9.5. Consideration and Possible Action to Approve a Resolution of the Board Regarding Hazardous Traffic Conditions for Transportation Funding Purposes
A motion to approve the resolution of the Board regarding hazardous traffic conditions, establishing portions of FM 604 as hazardous, amending the language previously approved, as presented. This motion, made by Cody Walton and seconded by Greg Welch, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

9.6. Consideration and Possible Action to Approve the Purchase of Transportation Fleet Vehicles, Including a New Bus and Other Fleet Vehicles
A motion to approve the purchase of a 2027 77-passenger school bus on BuyBoard Contract Number 722-23 and a 2027 Chevrolet Traverse, as presented. This motion, made by Cody Walton and seconded by Jay Louder, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

10. **CLOSED SESSION**
The Board entered a closed meeting at 7:45 PM, under Government Code 551.074.

10.1. Pursuant to Texas Government Code Section 551.071, Consultation with Legal Counsel Regarding Legal and Procedural Matters Concerning a District Employee's Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, or Leave of Absence

10.2. Pursuant to Texas Government Code Section 551.071, Consultation with Legal Counsel Regarding Other Legal and Procedural Matters

10.3. Pursuant to Texas Government Code Section 551.074, Deliberation of Other Personnel Matters, including the Appointment, Employment, Reassignment, Duties, Discipline, or Leave of Absence of a District Employee

11. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
The Board returned to Open Session at 8:37 PM.

11.1. Consideration and Possible Action to Approve Professional Employment

12. **BOARD REQUESTS**
The Board requested athletic reports.

13. **ADJOURNMENT**
A motion to adjourn the meeting. This motion, made by Cody Walton and seconded by Greg Welch, Passed.
Jerry Don Black: Absent, Rufus Quintanilla: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2
The meeting was adjourned at 8:40 PM.

_____
Presiding Officer

_____
Board Secretary

BOARD MEETING MINUTES

A Special Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, October 19, 2026 at 5:30 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

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

Present: 5, Absent: 2.

1. **CALL TO ORDER AND ANNOUNCE A QUORUM**
Board President Robert Frost called the meeting to order at 5:33 PM with a quorum of board members present. Also, present was Deputy Superintendent Dr. Paula Kinslow and CFO Rhonda Neal.

2. **RECOGNITION OF VISITORS/PUBLIC COMMENT**
No one signed up to speak in an open forum.

3. **CONSIDERATION AND POSSIBLE ACTION TO APPROVE AN AMENDMENT TO THE ORDER OF ELECTION FOR THE NOVEMBER 3, 2026 BOARD OF TRUSTEES ELECTION.**
A motion to approve the amendment to the Order of Election for the November 3, 2026 Board of Trustees Election. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.
Jerry Don Black: Absent, Cody Walton: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2

4. **ADJOURNMENT**
A motion to adjourn the meeting. This motion, made by Rufus Quintanilla and seconded by Jay Louder, Passed.
Jerry Don Black: Absent, Cody Walton: Absent, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 5, Nay: 0, Absent: 2
The meeting was adjourned at 5:35 PM.

_____
Presiding Officer

_____
Board Secretary

2026-2027 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2026-2027 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 27 teachers, 10.5 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 71.22% White, African American 1.19%, Hispanic 23.15%, Asian 0%, Hawaiian 0%, Native American 0.59%, and Mulit-Racial 3.86%. Additionally, the campus serves 43.03% economically disadvantaged students, 19.58% special education students, and 11 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 2026), MAPS/Unit Assessment data(2026-27 school year) MAPS/BOY/Unit Assessments from fall of 2026.

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 2027 RLA assessment will grow from 42% to 53% by May 2027.
- The percentage of 3rd-grade students performing MEETS on their STAAR 2027 MATH assessment will grow from 34% to 40% by May 2027.

Goals for the 2026-2027 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade–53, 4th grade–64, 5th grade–65
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- 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
- Math WIG–80% of students will grow 6 out of 8 times on their math unit tests by May 2027.
- 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–48, 4th grade–65, 5th grade–67
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- 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
- 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–55
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL
- 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

- 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. We achieved LIM Lighthouse recertification in Spring 2026. Our next recertification will be due by Spring 2028.

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 2 new classroom teachers and 3 new instructional aides for the 2026-27 school year. All teachers were highly qualified for the 2026-27 school year. Due to student needs, we hired a part time EB instructional aide to serve our growing EB population.

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:
78 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	2026-2027	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	2026-2027	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	2026-2027	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, Tracy Wetsel	2026-2027	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	2026-2027	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	2026-2027	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). 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	2026-2027	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 IXL within the homeroom classroom.
Tuesday/Thursday WIN times will be focused directly on IXL–Reading or Math

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2026-2027	Time, instructional staff, IXL	State assessment data, unit assessment data	

Strategy 4:
Intervention Time - during the school day

- Stations - within core classes-small group time
- 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, reteach opportunities, and extension activities for students.
Implement a scheduled intervention time within the master schedule for students (WIN TIMES).

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2026-2027	Time, instructional staff, campus funds, IXL	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	2026-2027	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	2026-2027	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	2026-2027	Time, instructional staff, Bridges, Title I, LLI,IXL Math, Bluebonnet Foundations RLA, Savvas Math	State assessment data, unit assessment data, Progress monitoring	

Strategy 8:
Observation/Feedback cycle

Action Step(s): Provide feedback 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

	Jamie Munoz Erin Davis	2026-2027	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.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer WIlson Erin Davis Lighthouse Team	2026-2027	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 and staff. Department PLCs will meet each six weeks with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis	2026-2027	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 meetings scheduled when needed. Student incentives scheduled throughout the year to encourage higher attendance rates.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Erin Davis	2026-2027	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	2026-2027	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	2026-2027	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	2026-2027	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	2026-2027	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	2026-2027	Time, Instructional staff,district and campus funds	lab time for students, IXL, Keyboarding without Tears	

Strategy 2:
Continued use of IXL, AR Reading, Curipod, Edpuzzle, Quizizz, and Classwork

New EB curriculum: McGraw Hill-Espanol to English and Language for Learning

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 EB Instructional Aide	2026-2027	Time, Instructional staff, computer labs, Chromebooks, IXL, Renaissance Learning, Edpuzzle, Curipod, Quizizz, Classwork	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	2026-2027	Time, instructional staff, district and Region 14	Completion of professional development,	

		professional development, staff data from survey	classroom observations	

Strategy 4:
Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, and AR Readers, PE 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	2026-2027	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 Tracy Wetsel	2026-2027	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 Tracy Wetsel	2026-2027	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, Weekly Reminder ParentSquare(Sundays @ 5:00PM)-Twitter, Facebook,Instagram
Staff is committed to sharing student celebrations through ParentSquare and social media.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<table>
<tr><td></td><td>
<table>
<tr><td>Jamie Munoz
Jennifer Wilson
Erin Davis
Grade Level Teachers</td><td>2026-2027</td><td>Time, instructional staff</td><td>Attendance to events</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 2:
Meet the Teacher/Bulldog Academy</td><td>
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>2026-2027</td><td>Time, all staff</td><td>Attendance at Meet the Teacher</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 3:
Family Leadership Night/ Student Led Conferences and Leadership Day</td><td>
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>2026-2027</td><td>Time, instructional staff, campus funds</td><td>Attendance at Family Leadership Night and Day survey
LIM Parent Night(Fall 2026 and Spring 2027)</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 4:
Offer volunteer opportunities and create events to invite the parents and families to our campus</td><td>
Action Step(s): Offer volunteer opportunities for parents and community members - 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>2026-2027</td><td>Time, instructional staff, campus funds</td><td>Attendance to events, parent surveys</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 5:
PALS/CHS Child Guidance Students/CHS Instructional</td><td>
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>
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<table>
<tr><td>Practices</td><td>
<table>
<tr><td>Jamie Munoz
Jennifer Wilson
HS Staff</td><td>2026-2027</td><td>Time, campus funds, CHS students, staff</td><td>Surveys, teacher feedback, student feedback</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 6:
Parent Connection Month - October</td><td>Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom. Offer a 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>2026-2027</td><td>Time, instructional staff</td><td>Grade level parent contact google docs</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 7:
Leadership Celebrations - Student celebrations each six weeks</td><td>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, and Lighthouse Families. 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>2026-2027</td><td>Time, campus funds</td><td>Attendance</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 8:
Guidance classes

Classroom guidance classes</td><td>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>2026-2027</td><td>Time</td><td>Student growth</td><td></td></tr>
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</td></tr>
</table>

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 out to the claw machine and given a coin and celebrated. 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	2026-2027	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	2026-2027	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	2026-2027	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	2026-2027	Time	Attendance of Showcase Night	

CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2026-2027 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 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])
[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.
[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 2026-27		
DATE	**TIME**	**LOCATION**
October 14, 2026	4:00	Conference Room
January 6, 2026	TBD	Conference Room
March 24, 2026	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–64, 5th grade–65 as measured by the Math STAAR no later than the end of the 2026-27 school year.	For 2026-2027 - Increase Domain Once Average: 3rd grade–53 4th grade–64 5th grade–65 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–48, 4th grade–65, 5th grade–67 as measured by the Reading STAAR no later than the end of the 2026-27 school year.	For 2026-2027 - Increase Domain One Average: 3rd grade–48, 4th grade–65, 5th grade–67 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 2026-2027, 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 2026-2027, 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 2026-2027 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 2026-2027 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.

	Goal	Description	Formative	Summative	Strategy
[]	7) Highly Qualified Teacher	For 2026-2027 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
2026-2027
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

2026-2027 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 2026-2027 school year. The needs assessment identified gaps in the areas listed below. The school used data and findings from the comprehensive needs assessment to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics
The staff at Clyde Junior High School includes 23 teachers, 3 split-campus teachers, 10 paraprofessionals, 3 office staff, 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 2.7% 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 (2025-26), STAAR Accountability Ratings, Information from Campus Site based team from the spring 2026 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 Americans, Hispanics, 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 were 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:

Mathematics

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 75%
  - Meets scores to 50%
  - Masters scores to 15%
- Students in the 7th grade will increase their STAAR scores
  - Approaches scores to 70%
  - Meets scores to 50%
  - Masters scores to 15%
- Students in the 6th grade will increase their STAAR scores
  - Approaches scores to 75%
  - Meets scores to 40%
  - Masters scores to 20%

English Language Arts Reading

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 63%
  - Masters scores to 35%
- Students in the 7th grade will increase their STAAR scores
  - Approaches scores to 80%
  - Meets scores to 50%
  - Masters scores to 25%
- Students in the 6th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 68%
  - Masters scores to 40%

Science

- Students in 8th grade will increase their STAAR scores
  - Approaches scores to 85%
  - Meets scores to 70%
  - Masters scores to 40%

Social Studies

- Raise the Approaches Level percent for all students to 50% by May 2027
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2027.
- Raise the Masters level in 8th grade History to at least 8% by May 2027.

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 2025-2026 school year. Analysis indicated the majority of the placements were from students who are SPED, and economically disadvantaged students. 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.
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 7 employee (1 teacher/coach, 2 administrator, 1 office staff, 2 aides, 1 teachers) leave at the end of the 2025-2026 school year.
We have combined our PTO, 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.
Partner with Betty Hardwick to help train teachers with students with mental health issues and utilize their resources.
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
Mildred Petty	Spring 2027 - August 2027	-Group interviews -Interview questions per position -Involve teachers in interviews	-Past T-TESS Observations -Thorough reference checks	

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
Mildred Petty and Dr. Paula Kinslow	Spring 2027	Communications with area universities	-transcripts -professor recommendations	

Strategy 3:

Retain highly qualified educators

Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale working. We will start to implement TIA for qualified teachers. We will foster a growth mindset environment through T-TESS and PLC's.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	-administrators being present in the bldg and classrooms -helping with data digs for BOY, MOY, and EOY data	Retention Rates	

Strategy 4:

Provide ongoing PD to increase effectiveness of educators and staff.

Action Step(s): We will provide time twice a month for PLCs for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards. We will also use Region 14 to assist on PD days for training and assistance on data digs.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty	2026-2027	-calendar invites -Region 14, Shea Holland -data	MAPS, BOY AND EOY Test, and STAAR results	

Strategy 5:

Teachers will have access use the TEKS Resource System as their guide for curriculum and instruction. 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
Mildred Petty and Dr. Paula Kinslow	2026-2027	TEKS Resource System	Unit Assessments & Observations	

Strategy 8:

Host an Open House night for parents to come and visit with their students' teachers.

Action Step(s): We will host an Open House for students and families allowing parents to meet teachers.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty LeeAnne Wheeler Allyson Russell Tiffany Edwards	September 2026	-calendar invites -ParentSquare invites -info on the FB page	Open House Sign-In Sheets	

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 the 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
Mildred Petty LeeAnne Wheeler	2026-2027	-collaboration with Region 14 and Shea Holland -dates for trainings	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
Mildred Petty	2026-2027	-collaboration with Region 14 and teachers	T-TESS observations and SPED performance on Unit Assessments	

Strategy 3: **Action Step(s):** Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and

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.

model the habits, and personal/academic goals.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Mildred Petty, LeeAnne Wheeler, Allyson Russell, & The Lighthouse Leadership Team	2026-2027	The Leader in Me webpage, representatives	Weekly Leadership Lessons, Leadership Events and meeting agendas	

Strategy 4:

Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs, and Bulldog period.

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	2026-2027	-student sign in sheets -student logs	Tutorial Logs	

Strategy 5:

Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY and EOY Assessments, and

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
Content Teachers	2026-2027	-data tables	Data	

<table>
<tr><td>IXL will assist.</td><td>
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<tr><td></td><td></td><td></td><td>Tracking/Analysis</td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Strategy 6:

Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.</td><td>Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, LeeAnne Wheeler, Allyson Russell, Samantha Stotler, & Tiffany Edwards</td><td>2026-2027</td><td>-attendance reports
-Saturday school reports
-documentation of meetings with students/parents</td><td>Shared Attendance Contact Log</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 7:

CJH will practice safety procedures and provide for programs that will address safety and violence</td><td>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.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, LeeAnne Wheeler, and Robert Dalton</td><td>2026-2027</td><td>-Sentinel Program
-calendar of drills</td><td>Logs and Agendas</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 8:

Continue participation in UIL Academic competition planned for fall 2026</td><td>Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2026.
<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, LeeAnne Wheeler, Mildred Petty</td><td>2026-2027</td><td>-logs of practices</td><td>Participation Lists</td><td></td></tr>
</table>
</td></tr>
<tr><td>Strategy 9:

Continue offering Advanced classes for all content areas in</td><td>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>
</table>
</td></tr>
</table>

grades 7-8, and advanced math 6-8	

Mildred Petty, Allyson Russell	2026-2027	-student report cards -teacher recommendations	Class Lists	

Strategy 10: 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.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Chelsea Heard and Kirk Cleveland	2026-2027	Dyslexia program	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
Tyson Scott	2026-2027	-curriculum	PEIMS & End of Year Grade Reports	

Strategy 2: 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	2026-2027	District/Campus Budgets	Lesson Plans & Walkthroughs	

Strategy 3:

Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, 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
Mildred Petty	2026-2027	-online programs	Lesson Plans & Walkthroughs	

Strategy 4:

To offer Art 1, Professional Communications for HS elective credit to 8th-grade students.

Action Step(s): We will offer one section of Professional Communications and Art 1 for high school credit

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
Mildred Petty	2026-2027	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
Helen Saxon and Patricia Blazauskas	2026-2027 (monthly)	reports	Monthly Reports	

<table>
<tr><td>Goal 5:</td><td>Clyde Junior High will promote leadership skills in students and staff through effective communication and professional development opportunities.</td></tr>
<tr><td>Strategy 1:

The Lighthouse Leadership Team will meet daily to give leadership lessons.</td><td>Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty, Amy Saunders, and Candi Hershey</td><td>Fall 2026- Spring 2027</td><td>Franklin Covey Grant for Leader in Me</td><td>Lighthouse Leadership Team Meetings and progress reports required for the TLIM</td><td></td></tr>
</table></td></tr>
<tr><td>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.</td><td>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.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Teachers and Staff</td><td>Fall 2026 - Spring 2027</td><td>Leader in Me guide</td><td>Student digital notebooks and progress reports in staff meetings</td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Strategy 3:

The counselor will provide programs to students and parents to prepare for HS and beyond</td><td>Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Allyson Russell</td><td>Spring 2027</td><td>Campus and District Resources</td><td>Program agendas and sign-in sheets</td><td></td></tr>
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<tr>
<td>Strategy 4:

Continue to update staff on campus events through weekly calendar emails</td>
<td>Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.
<table>
<tr><th>Person(s) Responsible</th><th>Timeline</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Mildred Petty</td><td>2026-2027</td><td>Calendar information</td><td></td><td></td></tr>
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CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Mildred Petty, Principal
2026-2027 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.
[X]	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.
[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**
Mildred Petty	Principal
Allyson Russell	Counselor
Candi Hershey	Teacher
Hollie Robledo	Instructional Aide
LeeAnne Wheeler	Assistant Principal
Shelby Henry	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

[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.

[X]	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
2026-2027
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

2026-2027 CLYDE HIGH SCHOOL
Campus Improvement Plan



Clyde High School Campus Improvement Plan

2026-2027 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 2026-2027 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 38 teachers, 4 paraprofessionals, 4 aids, 2 counselors and 2 administrators. The student population is 77.5% White, .9% African American, 17.3% Hispanic, 0% Asian, and 0.5% Native American. Additionally, the campus serves 33.3% economically disadvantaged students, 14.4% special education students, and 0% 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 12.3% 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:
2025 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.

EOC:	Approaches Grade Level	Meets Grade Level	Master's Grade Level
**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 2027:

- Clyde High School Smart Goal 2026-2027: 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 **2026-2027 school year.**

	2026 Scores	**2027 Target Goal**
● **Algebra I**	**88%**	**92%**
● **Biology**	**95%**	**98%**
● **ELA I**	**81%**	**84%**
● **ELA II**	**90%**	**94%**
● **U. S. History**	**96%**	**99%**

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 Mr. Cofer by May of 2027.

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, Parent Square,and Facebook, 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 2026-2027 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 2027	Time, District Admin. Staff	August 2026 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 2027	Time, Teachers, Staff, District Admin Staff	August 2026	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; Cofer, Brent Kinslow, Paula	August 2026-May 2027	Time, Teachers, Supplies, Campus Admin Staff	Spring 2027	Students Schedules Teachers

<table>
<tr><td></td><td></td></tr>
<tr><td>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</td><td>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></td></tr>
<tr><td>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).</td><td>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>School PLP Documentation</td></tr>
</table></td></tr>
<tr><td>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.</td><td>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></td></tr>
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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.

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.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Laughlin, Rachel Metcalf, Courtney	All Year	Time, Teachers, CIS	May 2027	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

<table>
<tr>
<td>the English EOC exam at a higher rate after having an extra year of English preparation.</td>
<td>
<table>
<tr>
<td>Hodges, Casey; Cofer, Brent</td>
<td>Fall 2026
Spring 2027</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>
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<tr>
<td>Strategy 2:
Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will continue to use FEV Tutor to address learning loss.
<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;; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
</table>
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<tr>
<td>Strategy 3:
Students that have failed the English I EOC, English II EOC or failed the 8th grade English STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will utilize programs to address learning gaps.
<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; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
</table>
</td>
</tr>
<tr>
<td>Strategy 4:
Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are encouraged to attend tutoring.</td>
<td>Action Step: CHS will utilize programs to address learning gaps.instruction.
<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; Cofer, Brent</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</td><td>NWEA and STAAR</td><td>Implementation of Instructional Tools</td></tr>
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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 Cofer, Brent	Fall 2026 Spring 2027	Campus Admin Staff	August 2026	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 2026 Spring 2027	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2026	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 Cofer, Brent Kinslow, Paula	Fall 2026 Spring 2027	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2026 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.

<table>
<tr>
<td>campus and district CTE programs.</td>
<td>
<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
Sumners, Denise</td><td>Fall 2026
Spring 2027</td><td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td><td>January 2027-August 2027</td><td>Communication ,Documentation and Implementation</td></tr>
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<tr>
<td>Strategy 9:
Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.</td>
<td>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 2026
Spring 2027</td><td>Time, Library, Computer Lab</td><td>August 2026 Technology Participation</td><td>Student Registration</td></tr>
</table>
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</tr>
<tr>
<td>Strategy 10:
Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2026-2027 school year.</td>
<td>Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Officer Dalton.
<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 2026
Spring 2027</td><td>Time, Staff, Dist Admin Staff, Campus Admin Staff,</td><td>August 2027</td><td>Master Schedule</td></tr>
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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, Saicy	Fall 2026 Spring 2027	Time, Teachers, Parent Square, Admin	2026-2027	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; Cofer, Brent	Fall 2026 Spring 2027	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2026-2027	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 Cofer, Brent	Fall 2026 Spring 2027	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2026	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

	Hodges, Casey; Cofer, Brent Lytle, Saicy	Fall 2026 Spring 2027	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2026 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.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; PTO Board Members	Fall 2026 Spring 2027	Time, Admin, Parents or Guardians	May 2027 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 focus on improving student belonging, interpersonal effectiveness, and family engagement..

Action Step: Utilize components of Leader In Me curriculum social emotional learning.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Laughlin, Rachel Sims, Chelsea	Fall 2026	Time, Teachers and Administration	May 2027	Progress Monitoring

Strategy 2:
CHS will utilize a simple and quick reporting systems for students to share concerns related to bullying, violence, racism and harassment.

Action Step: Ensuring students know how to report situations that are wrong using a google form.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Hodges, Casey; Cofer, Brent	Fall 2026 Spring 2027	Students, Teachers, Campus	June/July 2027	Participation / Progress

	Lytle, Saicy		Administration		Monitoring

Strategy 3:
CHS will implement use of Go Guardian/BARK, and Securley 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; Cofer, Brent Sims, Chelsea Jones, Alex	Fall 2026 Spring 2027	BARK Go Guardian Securely	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
Cofer, Brent	Fall 2026 Spring 2027	Homework Passes; Restaurant Coupons, Admin, Office Staff	Monthly Check ins.	Monitoring

CIP PART II: ASSURANCE ADDENDUM

Clyde High School School
Casey Hodges, Principal
2026-2027 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).

[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.
[X]	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 2026-2027		
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 2026-2027, 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 2026-2027, 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 2026-2027, 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 2026-2027 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 2026-2027, 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 2026-2027, 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 2026-2027 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 2026-2027, 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 2026-2027 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 School PLP.
[X]	9)	High School AEIS – Ninth Graders	The percent of 2026-2027 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 2026-2027, 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 2026-2027, 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 2026-2027, 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 2026-2027, 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 2026-2027, 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.

[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 CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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

CLYDE CISD DONATION APPROVAL FORM

DATE: October 12, 2026

DONOR NAME: First Baptist Church / CLYDE HS BAND BOOSTERS

DONOR ADDRESS: 216 Austin, Clyde, TX 79510

DONOR PHONE: (325) 893-5814

DONOR EMAIL: clydehsbandboosters@gmail.com

DONATION AMOUNT: 1,300 lb. cargo trailer, License Number 52XZPB

SUGGESTED USE OF DONATION: We ask that the first priority be given to the High School and Junior High bands to transport percussion and large instruments to tryouts and contests.

Signature of Donor — Date: 10.12.2026

Signature of Superintendent — Date

Board of Trustees Approval — Date

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

Empowering Leaders.
Committed to Success.

Resolution of the Board to Establish Non-Business Days In Accordance with the Texas Public Information Act

WHEREAS, the District is an independent school district obligated to comply with the Texas Public Information Act (hereinafter "the Act"); and

WHEREAS, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining "business days" for the purposes of the Act; and

WHEREAS, Section 552.0031 defines "business day" to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday; and

WHEREAS, Section 552.0031established that a school district board of trustees may designate up to ten additional days per calendar year as non-business days; and

WHEREAS, the Board recognizes that the Clyde CISD academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

WHEREAS, the Board recognizes that designating additional non-business days will allow school staff to better align with the District's academic calendar when responding to information requests.

Now therefore, let it be resolved by the Board that:

1. The Board determines that the District will designate the specific dates listed in the attached **EXHIBIT A** as "non-business days" for the calendar year 2027 for purposes of the Texas Public Information Act; and
2. The board hereby authorizes the Superintendent to undertake additional measures as necessary to effect the implementation of this designation for purposes of the District's response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Clyde Consolidated Independent School District present and voting at an open meeting of the Board on the 16th day of November, 2026, at which a quorum was present:

_____ _____

Presiding Officer Attest

Clyde Consolidated Independent School District

2027 Non Business Days: Texas Public Information Act

EXHIBIT "A"

BOARD APPROVED NOVEMBER 16, 2026

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
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14	15	16	17	18	19	20
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28						

March 2027

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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May 2027

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						1
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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
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20	21	22	23	24	25	26
27	28	29	30			

July 2027

S	M	T	W	TR	F	S
				1	2	3
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August 2027

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027

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26	27	28	29	30		

October 2027

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24	25	26	27	28	29	30
31						

November 2027

S	M	T	W	TR	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 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	
	Non-Business Days Designated by the Board of Trustees March 11-12 December 21-23 December 27-31
	Non-Business Days Defined by Law

This calendar is subject to change by Board of Trustees approval.