

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING - BOARD OF TRUSTEES
Monday, November 18, 2024

AGENDA: Notice is hereby given that a Regular Meeting of the Board of Trustees of Clyde Consolidated Independent School District will be held on Monday, November 18, 2024, at 6:00 PM at the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

The subjects to be discussed or considered, for all of which formal action may be taken, are as follows: (Items do not have to be taken in the same order shown on the meeting notice).

1. **CALL TO ORDER AND ANNOUNCE A QUORUM**

2. **INVOCATION**

3. **PLEDGES OF ALLEGIANCE**

4. **RECOGNITION OF VISITORS/PUBLIC COMMENT**

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

5. **SPECIAL RECOGNITIONS AND PRESENTATIONS**

A Clyde Junior High and Clyde High School Campus Reports

2



CLYDE JUNIOR HIGH SCHOOL

211 South 3rd Street West
Clyde Texas 79510
325-893-5788 FAX: 325-893-2134
www.clyde.esc14.net

Principal:
Patrick Odom
Assistant Principal:
Erin Hughes
Counselor:
Callie Van Hoff

“Empowering Leaders. Committed to Success.”

11-13-2024

ENROLLMENT

6th-98	7th-111	8th-104		Total - 313
--------	---------	---------	--	-------------

ATTENDANCE

6th - 97%	7th - 96%	8th - 92%		Total - 95%
-----------	-----------	-----------	--	-------------

DISCIPLINE

6th-10	10th - 24	11th - 10	DAEP-1	Total - 45
--------	-----------	-----------	--------	------------

ACADEMICS

- TTESS and TIL observations have begun.
- December 9-12 we will have our second round of MAPS Testing
- December 4 OAP will perform here at the HPAC
- December 9 UIL Academic will travel to Merkel to compete

ATHLETICS

- 7th Grade football finished the season with a win vs Comanche and ended their year with a record of 6-4
- 8th Grade football finished their season with a 2-7 record
- 7A Volleyball finished with a record of 1-9, 7B finished with a record of 5-5



CLYDE JUNIOR HIGH SCHOOL

211 South 3rd Street West
Clyde Texas 79510
325-893-5788 FAX: 325-893-2134
www.clyde.esc14.net

Principal:
Patrick Odom
Assistant Principal:
Erin Hughes
Counselor:
Callie Van Hoff

“Empowering Leaders. Committed to Success.”

- 8A Volleyball finished with a record of 7-2 and 8B Volleyball finished with a record of 6-4
- Girls basketball started this past Monday taking on San Angelo TLCA
- 11-14 Girls and Boys basketball will play Sweetwater
- 11-18 Basketball vs Grape Creek
- 12-2 Basketball vs Merkel
- 12-12 Basketball vs Brownwood
- 12-16 Basketball vs Wall

FINE ARTS

- Mrs. Baker had 6 students qualify and perform for the All Region Choir. Their concert was October 25.

The students that made All Region were

Beckham Caperton
Chance Esler
Parker Branham
McKenna Sliger
Riley Taylor
Remi Emmert

Choir Christmas Concert will be December 17 at the HPAC

CLYDE HIGH SCHOOL



500 N Hays Rd • Clyde, Texas 79510 • 325-893-2161 • FAX: 325-893-2993 • www.clydeisd.org

11/12/2024

ENROLLMENT

9th - 125 +2	10th - 104 +1	11th - 116 -3	12th - 102 -2	Total - 447 -1
--------------	---------------	---------------	---------------	----------------

ATTENDANCE

9th - 95.74%	10th - 95.40%	11th - 94.79%	12th - 94.95%	Total - 95.23%
--------------	---------------	---------------	---------------	----------------

DISCIPLINE

9th - 5	10th - 5	11th - 0	12th - 1	Total - 10
---------	----------	----------	----------	------------

ACADEMICS

- TXDOT Drunk Driving Presentation
- Cap and Gown Orders Due - 11/19
- TSI Testing - 11/21
- T-Tess Is On Going
- EOC Retakes Begin on 12/3
- Senior Ring Ceremony - 12/11

ATHLETICS

- 11/19 - Basketball @ Perrin - Whitt
- 11/19 - Girls Basketball @ Huckabay
- 11/21 - Girls Basketball @ Bangs Tournament
- 11/22 - Basketball vs Ballinger

*Principal: Casey Hodges • Assistant Principal: Richard Cumby • Athletic Director: Johnathan Haddock
Counselor A-K: Bethany Odom⁴ • Counselor L-Z: Alex Jones*

Championship Level. Lead Together.

CLYDE HIGH SCHOOL



500 N Hays Rd • Clyde, Texas 79510 • 325-893-2161 • FAX: 325-893-2993 • www.clydeisd.org

- 11/25 - Basketball vs Stamford
- 11/25 - Girls Basketball vs Snyder

FINE ARTS

- The Fall Theatre play, Elf, will be on November 21, 22, and 23 @7. There will also be an afternoon performance on November 24th @ 2.
- Band Christmas Concert - 12/9
- Choir Christmas Concert - 12/16

*Principal: Casey Hodges • Assistant Principal: Richard Cumby • Athletic Director: Johnathan Haddock
Counselor A-K: Bethany Odom⁵ • Counselor L-Z: Alex Jones*

Championship Level. Lead Together.

6. ADMINISTRATIVE REPORTS
A Financial Report

<u>Fnc-Obj.So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
36-6399.04-001-599000	10-04-2024	001904			REIMBURSEMENT FOR COMDATA	.00	-441.08
36-6399.00-001-591000	10-04-2024	001904			REIMBURSEMENT FOR COMDATA	.00	-1,635.19
36-6399.00-001-591000	10-04-2024	001904			REIMBURSEMENT FOR COMDATA	1,635.19	.00
36-6399.04-001-599000	10-04-2024	001904			REIMBURSEMENT FOR COMDATA	441.08	.00
Totals for Net Receipt 001904 - REIMBURSEMENT FOR COMDATA PURC						.00	.00
00-5752.01-000-500000	10-04-2024	001905			REIMBURSEMENT FOR COMDATA	.00	-441.08
00-5752.09-000-500000	10-04-2024	001905			REIMBURSEMENT FOR COMDATA	.00	-1,635.19
00-5752.09-000-500000	10-04-2024	001905			REIMBURSEMENT FOR COMDATA	.00	-368.05
00-5749.01-000-500000	10-04-2024	001905			REIMBURSEMENT FOR COMDATA	.00	-463.50
Totals for Net Receipt 001905 - REIMBURSEMENT FOR COMDATA PURC						.00	-2,907.82
00-5749.01-000-500000	10-04-2024	001906			CHROMEBOOK FEES	.00	-534.00
00-5745.00-000-500000	10-01-2024	001907			INSURANCE RECOVERY	.00	-1,622,189.15
00-5742.30-000-500000	03-31-2024	001946			INTEREST MMA	.00	-2,892.08
00-5742.30-000-500000	04-30-2024	001947			INTEREST MMA	.00	-3,350.19
00-5742.30-000-500000	05-31-2024	001948			INTEREST MMA	.00	-3,474.95
00-5742.30-000-500000	06-30-2024	001949			INTEREST MMA	.00	-3,375.52
00-5742.30-000-500000	07-31-2024	001950			INTEREST MMA	.00	-3,501.17
00-5742.30-000-500000	08-31-2024	001951			INTEREST MMA	.00	-3,514.59
00-5749.01-000-500000	10-21-2024	001952			CHROMEBOOK USAGE FEES	.00	-25.00
00-5752.09-000-500000	10-22-2024	001953			HS VOLLEYBALL	.00	-496.00
00-5752.01-000-500000	10-22-2024	001954			VARSITY FOOTBALL	.00	-607.00
00-5931.00-000-500000	10-22-2024	001956			TMHP	.00	-171.30
00-5749.01-000-500000	10-22-2024	001957			COMMUNITY DONATION	.00	-3,725.00
00-5749.01-000-500000	10-22-2024	001957			COMMUNITY DONATION	3,725.00	.00
00-5744.00-000-500000	10-22-2024	001957			COMMUNITY DONATION	.00	-3,725.00
Totals for Net Receipt 001957 - COMMUNITY DONATION						.00	-3,725.00
00-5711.00-000-500000	10-22-2024	001958			TAXES CURRENT SEPT	.00	-42,578.47
00-5712.00-000-500000	10-22-2024	001958			TAXES CURRENT SEPT	.00	-7,828.51
00-5711.00-000-500000	10-22-2024	001958			TAXES CURRENT SEPT	42,578.47	.00

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5711.PY-000-500000	10-22-2024	001958			TAXES CURRENT SEPT	.00	-42,578.47
Totals for Net Receipt 001958 - TAXES CURRENT SEPT						.00	-50,406.98
00-5749.01-000-500000	10-22-2024	001959			CHROMEBOOK FEES HS	.00	-200.00
00-5752.01-000-500000	10-22-2024	001960			VARSITY FOOTBALL	.00	-1,176.00
00-5929.01-000-500000	10-22-2024	001961			UIL CHEER	.00	-1,326.58
00-5929.01-000-500000	10-22-2024	001961			TEACHER MEALS	.00	-428.77
00-5929.01-000-500000	10-22-2024	001961			MINI CHEER CAMP	.00	-34.56
00-5929.01-000-500000	10-22-2024	001961			CHEER SIGNS	.00	-680.93
Totals for Net Receipt 001961 - REIMBURSEMENT FOR COMDATA PURC						.00	-2,470.84
00-5752.09-000-500000	10-23-2024	001963			HS VOLLEYBALL	.00	-220.00
00-5752.09-000-500000	10-24-2024	002041			HS VOLLEYBALL	.00	-2.00
00-5752.01-000-500000	10-24-2024	002042			JV FOOTBALL	.00	-2.00
00-5812.00-000-500000	10-25-2024	002071			FSP-FOUNDATION	.00	-1,684,583.00
00-5811.00-000-500000	10-25-2024	002072			FSP-AVAIL SCHL FD-PER CAPITA	.00	-55,080.00
00-5752.01-000-500000	10-27-2024	002074			HS FOOTBALL	.00	-249.00
00-5749.01-000-500000	10-28-2024	002075			CHROMEBOOK FEES	.00	-25.00
00-5752.09-000-500000	10-29-2024	002076			HS VOLLEYBALL	.00	-178.00
00-5752.09-000-500000	10-31-2024	002086			HS VOLLEYBALL	.00	-187.00
00-5931.00-000-500000	10-31-2024	002089			TMHP OCTOBER	.00	-190.58
00-5749.PY-000-500000	10-31-2024	002090			SOFTBALL TOURNAMENT 23-24 SY	.00	-400.00
00-5749.PY-000-500000	10-31-2024	002091			REF PA 007932	.00	-1,679.00
00-5752.09-000-500000	10-31-2024	002092			VOLLEYBALL MEAL	.00	-1,400.00
34-6631.00-937-599000	10-31-2024	002093			TT&L REIMBURSEMENT ON	.00	-202.50
00-5752.09-000-500000	10-31-2024	002094			HS VOLLEYBALL	.00	-178.00
00-5742.30-000-500000	10-31-2024	002104			INTEREST -MAINT AND OPER OCT	.00	-22,810.15
00-5749.01-000-500000	10-31-2024	002131			REIMBURSEMENT SAM'S CARD	.00	-20.98
00-5749.01-000-500000	10-31-2024	002131			REIMBURSEMENT SAM'S CARD	.00	-21.82
Totals for Net Receipt 002131 - REIMBURSEMENT SAMS CARD						.00	-42.80

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>	
00-5752.09-000-500000	10-31-2024	002132			HS VOLLEYBALL GATE MONEY	.00	-187.00	
00-5752.09-000-500000	10-31-2024	002132			REIMBURSEMENT VB GIFTS	.00	-144.00	
Totals for Net Receipt 002132 - HS VOLLEYBALL						.00	-331.00	
00-1110.00-000-500000						Gross Cash Receipts	3,521,157.36	-48,379.74
00-1110.00-000-500000						Net Cash Receipts	3,472,777.62	
Totals for Fund 199 / 5						3,472,777.62	-3,472,777.62	

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5749.00-000-500000	10-22-2024	001962			ELEM CAFE REIMBURSEMENT	.00	-44.00
00-5922.00-000-500000	10-30-2024	002095			NATIONAL SCHOOL LUNCH NSLP	.00	-17,247.32
00-5921.00-000-500000	10-30-2024	002096			SCHOOL BREAKFAST PROGRAM	.00	-6,018.96
00-5751.00-000-500000	10-02-2024	002121			HARRIS SYSTEM - LUNCH	.00	-7,172.76
00-5829.00-000-500000	10-03-2024	002122			TX AG PAYMENT OCTOBER	.00	-1,533.99
00-5829.00-000-500000	10-03-2024	002122			TX AG PAYMENT OCTOBER	1,533.99	.00
00-5829.00-000-500000	10-03-2024	002122			TX AG PAYMENT OCTOBER	.00	-546.83
Totals for Net Receipt 002122 - TX AG PAYMENT OCTOBER						.00	-546.83
00-5751.00-000-500000	10-09-2024	002123			HARRIS SYSTEM - LUNCH	.00	-7,194.00
00-5751.00-000-500000	10-16-2024	002124			HARRIS SYSTEM - LUNCH	.00	-5,281.00
00-5829.00-000-500000	10-22-2024	002125			TX AG PAYMENT OCTOBER	.00	-45,863.51
00-5829.00-000-500000	10-22-2024	002125			TX AG PAYMENT OCTOBER	45,863.51	.00
00-5939.00-000-500000	10-22-2024	002125			TX AG PAYMENT OCTOBER	.00	-45,683.51
Totals for Net Receipt 002125 - TX AG PAYMENT OCTOBER						.00	-45,683.51
00-5751.00-000-500000	10-23-2024	002126			HARRIS SYSTEM - LUNCH	.00	-8,620.25
00-1110.00-000-500000					Gross Cash Receipts	145,206.13	-47,397.50
00-1110.00-000-500000					Net Cash Receipts	97,808.63	
Totals for Fund 240 / 5						97,808.63	-97,808.63

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
00-5829.00-000-500000	10-25-2024	002073			TEXTBOOK AND KINDERGARTEN	.00	-395.00
00-5829.00-000-500000	10-30-2024	002097			TEXTBOOK AND KINDERGARTEN	.00	-625.00
00-1110.00-000-500000					Gross Cash Receipts	1,020.00	.00
00-1110.00-000-500000					Net Cash Receipts	1,020.00	
Totals for Fund 410 / 5						1,020.00	-1,020.00

Fnc-Obj.So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5742.30-000-500000	04-30-2024	001940			INTEREST -INTEREST AND SINKING	.00	-11,947.74
00-5742.30-000-500000	03-31-2024	001941			INTEREST-INTEREST AND SINKING	.00	-10,246.13
00-5742.30-000-500000	05-31-2024	001942			INTEREST-INTEREST AND SINKING	.00	-12,458.99
00-5742.30-000-500000	06-30-2024	001943			INTEREST-INTEREST AND SINKING	.00	-12,164.44
00-5742.30-000-500000	07-31-2024	001944			INTEREST-INTEREST AND SINKING	.00	-12,682.01
00-5742.30-000-500000	08-31-2024	001945			INTEREST-INTEREST AND SINKING	.00	-12,745.92
00-5719.00-000-500000	10-31-2024	002088			TAXES LATE FEES ON Q3	.00	-505.73
00-1110.00-000-500000					Gross Cash Receipts	72,750.96	.00
00-1110.00-000-500000					Net Cash Receipts	72,750.96	
Totals for Fund 599 / 5						72,750.96	-72,750.96
Final Totals						3,644,357.21	-3,644,357.21

End of Report

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
001207	10-10-2024	TEA2GO	008660		825-41-6299.00-999-599000		750.00	N
113290	10-03-2024	IDEMIA	008644		199-41-6219.00-701-599000	BACKGROUND CHECK	48.25	N
113291	10-03-2024	ROBERTS TRUCK CENT	400268	400268	199-34-6311.02-937-599000	ANTI-FREEZE AND DEF	754.75	N
113292	10-03-2024	SCHOOL SPECIALTY, LL	400115	208134959831	199-11-6399.00-101-511000	BULLDOG FOLDERS	222.24	N
				110542	199-41-6399.00-750-599000		-158.73	N
Totals for Check 113292							63.51	
113293	10-03-2024	TASBO	400297	420453	199-41-6411.03-750-599000	TASBO FIN CODING WORKSHOP	210.00	N
113294	10-03-2024	MUSIC THEATRE INTER	400248	1136033	199-11-6399.51-001-511000	SHIPPING FOR SCRIPTS	81.03	N
113295	10-03-2024	AT&T MOBILITY	008645	X09232024	199-51-6259.02-999-599000	MOBILE PHONES	1,012.65	N
113297	10-03-2024	INTERSTATE BATTERY	400319	1902302051496	199-11-6399.00-001-511000	BATTERIES	405.30	N
			400319	1902302051496	199-11-6399.00-001-511000	WRONG AMOUNT	-405.30	N
Totals for Check 113297							.00	
113298	10-03-2024	ATMOS ENERGY	008647	3024167767	199-51-6259.03-936-599000		182.30	N
			008647	3024167981	199-51-6259.03-936-599000		164.48	N
			008647	3032350338	199-51-6259.03-936-599000		207.25	N
			008647	3032351284	199-51-6259.03-936-599000		198.34	N
			008647	3032351480	199-51-6259.03-936-599000		76.20	N
			008647	3032350810	199-51-6259.03-936-599000		76.20	N
			008647	3032350589	199-51-6259.03-936-599000		288.38	N
Totals for Check 113298							1,193.15	
113299	10-03-2024	CARSON-DELLOSA PUB	400284	100180135-00	199-11-6399.04-001-511000	RESOURCE BOOKS	50.36	N
113300	10-03-2024	STAPLES BUSINESS CR	400139	6012643761	199-41-6499.00-750-599000	BANKER BOXES & 3 D RING BIND	65.69	N
113301	10-03-2024	GARBO'S LOCKSMITH S	400018	92881	199-51-6239.00-936-599000	LOCK AND KEY REPLACEMENTS	382.50	N
			400213	93020	199-51-6319.02-936-599000	DOOR LOCKS	371.95	N
Totals for Check 113301							754.45	
113302	10-03-2024	THE INTERP	400116	236428	199-36-6399.04-001-599000	ORAL READING SUPPLIES	310.80	N
113303	10-03-2024	IMCAT	400288	5332	410-11-6399.00-001-511000	IMCAT CONFERENCE	395.00	N
113304	10-03-2024	TEACHER SYNERGY, LL	400331	278111624	199-11-6399.06-001-511000	GEOMETRY CURRICULUM	240.98	N
113305	10-03-2024	ROBERT FROST	400308	ROBERT FROST	199-41-6419.00-702-599000	TRAVEL REIMBURSEMENT	366.08	N
113306	10-03-2024	INTERQUEST DETECTIO	400304	4073	199-11-6219.01-001-511000	CONTRABAND DETECTION HS /J	175.00	N
			400304	4073	199-11-6219.01-041-511000	CONTRABAND DETECTION HS /J	175.00	N
Totals for Check 113306							350.00	
113307	10-03-2024	HAWLEY ISD	400252	8TH G	199-36-6499.21-041-591000	TOURNAMENT ENTRY FEE	90.00	N
113308	10-03-2024	DATROO TECHNOLOGIE	400217	31943	199-41-6399.01-701-599000	HEADSET FOR ADMIN OFFICE	311.00	N
113309	10-03-2024	AMAZON CAPITAL	400231	1TTH-MTX6-	199-11-6399.02-101-511000	KINDERGARTEN TEACHER SUPP	106.83	N
			400226	1QYJ-FLMH-	199-11-6399.03-101-511000	1ST GRADE TEACHER SUPPLIES	49.97	N
			400255	1MNQ-HRWR-	199-11-6399.03-101-511000	1ST GRADE TEACHER SUPPLIES	157.52	N
			400187	1CFW-QPKP-	199-11-6399.08-001-511000	TABLE	22.92	N
			400206	1JXF-YC6P-	199-11-6399.75-999-522000	TOOLS FOR CLASSROOM STEM	699.90	N
			400081	1RTH-LMCQ-	199-41-6399.01-701-599000	FILES,CALCULATOR,SOAP,COVE	194.74	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			400206	1JXF-YC6P-	199-51-6399.01-936-599000	TOOLS FOR CLASSROOM STEM	28.99	N
			400208	1JXF-YC6P-	199-53-6399.02-999-599000	CHROMEBOOK TOOLS	41.48	N
Totals for Check 113309							1,302.35	
113310	10-03-2024	SOUTHERN TIRE MART	400211	4920096119	199-34-6319.00-937-599000	TB 2 TIRES	1,411.95	N
113311	10-03-2024	SCHOOLMART	400095	455471	199-11-6399.05-001-511000	CALCULATOR CLASS PACK	450.71	N
113312	10-03-2024	MOJO CHOIR	400277	F48E17T1	199-36-6412.50-001-599000	REGION AUDITION MEALS	150.00	N
113313	10-03-2024	WEST TECHS CHILL WA	400289	25598	199-51-6249.00-936-599000	CLASSROOM 400 HIGH HUMIDITY	3,438.00	N
113314	10-03-2024	AU CONCEPTS AND DES	400278	SO0095418	199-36-6399.19-001-591000	HELMET DECALS	2,281.85	N
113315	10-03-2024	PEST PATROL	008649	11162714	199-51-6249.00-936-599000	MONTHLY PEST CONTROL	324.00	N
113316	10-03-2024	HENRY SCHEIN CORP.	400033	15162108	199-36-6399.01-001-591000	ATHLETIC TRAINING SUPPLIES	1,676.03	N
113317	10-03-2024	RAPTOR TECHNOLOGIE	008646	INV133284	199-11-6399.00-001-511000	REF PO PO 241969	522.00	N
113318	10-03-2024	IMAGINE LEARNING	250026	Q-47012	199-11-6399.01-001-524000	ODYESSEYWARE 9-12 COMP	8,800.00	N
			250008	Q-47028	211-11-6399.00-101-530000	NWEA MAP INTG LICENSE	7,894.50	N
			250008	Q-47028	211-11-6399.00-103-530000	NWEA MAP INTG LICENSE	7,894.50	N
Totals for Check 113318							24,589.00	
113319	10-03-2024	FOLLETT SCHOOL SOLU	400273	1551830	199-12-6249.02-001-599000	DESTINY RENEWAL	1,195.00	N
			400273	1551830	199-12-6249.02-041-599000	DESTINY RENEWAL	1,195.00	N
			400273	1551830	199-12-6249.02-101-599000	DESTINY RENEWAL	1,489.52	N
			400273	1551830	199-12-6249.02-103-599000	DESTINY RENEWAL	1,489.52	N
			400273	1551830	199-12-6249.02-999-599000	DESTINY RENEWAL	2,881.80	N
Totals for Check 113319							8,250.84	
113320	10-03-2024	LEXIA VOYAGER SOPRI	400072	LANGUAGE	199-11-6399.00-041-524000	LANGUAGE LIVE FOR JH	463.00	N
113321	10-03-2024	KAY BAILEY	008648		199-34-6299.00-937-599000	DRIVING TSTC KIDS	290.00	N
113322	10-03-2024	BRYAN ALLEN	400302	BRYAN ALLEN	199-41-6411.00-701-599000	REIMBURSEMENT FOR MEALS	76.43	N
113323	10-03-2024	HERTZBERG-NEW METH	400197	1996595-00	199-12-6329.01-103-599000	LIBRARY BOOKS	580.04	N
113324	10-08-2024	INTERSTATE BATTERY	008650	1902302051496	199-11-6399.00-001-511000	BATTERIES REF PO 400319	105.30	N
113325	10-08-2024	CLYDE NEFF	400290	CLYDE CISD	199-36-6499.14-001-591000	DISTRICT MEET BIBS	10.50	N
			400290	CLYDE CISD	199-36-6499.14-041-591000	DISTRICT MEET BIBS	7.50	N
Totals for Check 113325							18.00	
113326	10-08-2024	IDEMIA	400348		199-41-6219.00-750-599000	BACKGROUND CHECKS	48.25	N
113327	10-08-2024	IDEMIA	400348		199-41-6219.00-750-599000	BACKGROUND CHECKS	48.25	N
113328	10-08-2024	IDEMIA	400348		199-41-6219.00-750-599000	BACKGROUND CHECKS	48.25	N
113329	10-08-2024	IDEMIA	400348		199-41-6219.00-750-599000	BACKGROUND CHECKS	48.25	N
113330	10-08-2024	IDEMIA	400348		199-41-6219.00-750-599000	BACKGROUND CHECKS	48.25	N
113331	10-10-2024	WEX BANK	400405	100149611	199-34-6311.01-937-599000	FUEL PURCHASED WITH EXXON	409.44	N
				99363575	199-34-6311.01-937-599000	OVERPAYMENT	-98	N
Totals for Check 113331							408.46	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113332	10-10-2024	RELIANT, DEPT 0954	008655	CLYDE CISD	199-51-6259.02-936-599000		30,410.71	N
113333	10-10-2024	CLYDE JOURNAL	400403	CLYDE CISD	199-12-6329.00-001-599000	NEWSPAPER SUBSCRIPTION	70.00	N
			400403	CLYDE CISD	199-12-6329.00-041-599000	NEWSPAPER SUBSCRIPTION	70.00	N
			400410		199-41-6491.00-701-599000	PY NOTICE OF PUBLIC HEARING	357.75	N
Totals for Check 113333							497.75	
113334	10-10-2024	UNIFIRST CORPORATIO	008661	1480445	199-51-6319.01-936-599000		12,187.64	N
			008661	1480445	199-51-6499.01-936-599000		5,476.50	N
Totals for Check 113334							17,664.14	
113335	10-10-2024	AIRGAS USA, LLC	400153	9154484458	199-11-6399.40-001-522000	ADJ WELDING HELMET	132.60	N
			400102	9154354988	199-11-6399.40-001-522000	WELDING SUPPLIES	4.12	N
Totals for Check 113335							136.72	
113336	10-10-2024	CLYDE FARM & RANCH	400353	CLYDE ISD FFA	199-36-6399.45-001-599000	SAFEGUARD / SYRINGES	21.95	N
113337	10-10-2024	CITY OF CLYDE	008659	CISD	199-51-6259.00-936-599000		12,572.62	N
113338	10-10-2024	WESTERN TRAILER & E	400397	34222	199-34-6319.01-937-599000	AIR BRAKE HOSE FOR BUS 23	28.13	N
113339	10-10-2024	CITIZENS EMERGENCY	400096	V VS SNYDER	199-36-6219.01-001-591000	EMS STANDBY FOR FOOTBALL	292.50	N
113340	10-10-2024	ASW ENTERPRISES,	400264	23241374	199-36-6399.04-041-599000	UIL SPELLING SUPPLIES	90.00	N
113341	10-10-2024	SAM'S CLUB DIRECT	008653	CLYDE CISD	199-41-6495.04-701-599000	YEARLY MEMBERSHIP	290.00	N
113342	10-10-2024	LOWE'S	400054	9792029-	199-34-6319.02-937-599000	SHOP SUPPLIES	165.28	N
113343	10-10-2024	BIG COUNTRY SCHOOL	400399	1633	199-41-6495.02-701-599000	BCSA MEMBERSHIP DUES	300.00	N
113344	10-10-2024	J W PEPPER & SON CO	400024	366746923	199-11-6399.55-001-511000	MUSIC	62.49	N
113345	10-10-2024	JIM NED CISD	400306	CLYDE CISD	199-36-6499.00-001-591000	DISTRICT 6AAA UIL SEED MONEY	8,500.00	N
113346	10-08-2024	LEE'S TRUE VALUE HAR	400326	2410-323322	199-11-6249.00-001-511000	PRINTED ON WRONG CHECK	-50.22	N
			400241	2410-323322	199-11-6399.40-001-522000	PRINTED ON WRONG CHECK	-100.98	N
			400154	2410-323322	199-51-6319.02-936-599000	PRINTED ON WRONG CHECK	-875.44	N
Totals for Check 113346							-1,026.64	
113346	10-10-2024	TASB, INC	400159	666024	199-41-6411.04-701-599000	CONFERENCE ADMIN PROFESSI	180.00	N
113347	10-10-2024	CDW GOVERNMENT INC	400258	AA81Z3Q	199-23-6399.00-001-599000	LAPTOP FOR HS COUNS AND NU	352.43	N
			400258	AA81Z3Q	199-31-6399.00-001-599000	LAPTOP FOR HS COUNS AND NU	352.43	N
			400258	AA81Z3Q	199-33-6399.01-001-599000	LAPTOP FOR HS COUNS AND NU	704.86	N
Totals for Check 113347							1,409.72	
113348	10-10-2024	BIG COUNTRY	400106	M30867	199-36-6269.01-001-599000	ICE MACHINE LEASES	125.00	N
			400106	M30868	199-51-6269.01-936-599000	ICE MACHINE LEASES	70.00	N
			400106	M30870	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M30871	199-51-6269.01-936-599000	ICE MACHINE LEASES	95.00	N
			400106	M30872	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M30873	199-51-6269.01-936-599000	ICE MACHINE LEASES	75.00	N
			400106	M30869	240-35-6269.00-938-599000	ICE MACHINE LEASES	70.00	N
Totals for Check 113348							585.00	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113349	10-10-2024	SHI GOVERNMENT SOL	400228	3002685	199-53-6249.03-999-599000	VEEAM RENEWAL /W DATA PLAT,	6,620.66	N
113350	10-10-2024	LAN COMMUNICATIONS	400416	9749	199-53-6399.23-999-599000	REPLACE CABLE ON TOWER	1,633.30	N
113351	10-10-2024	GANDY'S	400364	CLYDE CISD	240-35-6341.01-001-599000	MILK INVOICE	984.28	N
			400364	CLYDE CISD	240-35-6341.01-041-599000	MILK INVOICE	941.65	N
			400364	CLYDE CISD	240-35-6341.01-101-599000	MILK INVOICE	1,323.69	N
			400364	CLYDE CISD	240-35-6341.01-103-599000	MILK INVOICE	1,539.58	N
Totals for Check 113351							4,789.20	
113352	10-10-2024	U.S. BANK	400408	243048000	599-71-6599.00-999-599000	ADMINISTRATIVE FEES	500.00	N
113353	10-10-2024	WALSH,GALLEGOS,KYL	400341	685782	199-41-6211.00-701-599000	REGION 14 CONSORTIUM	315.00	N
113354	10-10-2024	PITNEY BOWES PURCH	400312	1026176912	199-41-6399.02-701-599000	INK	132.19	N
			400143	CLYDE CISD	199-41-6399.02-701-599000	POSTAGE REFILL	2,500.00	N
Totals for Check 113354							2,632.19	
113355	10-10-2024	ROBERT DALTON	250036	PAYMENT 2 of 9	199-11-6219.80-001-522000	CRIMINAL HISTORY INSTRUCTOR	2,100.00	N
113356	10-10-2024	LABATT FOOD SERVICE	400415	494240	240-35-6319.00-001-599000	GROCERY SUPPLIES	54.26	N
			400415	494240	240-35-6319.00-101-599000	GROCERY SUPPLIES	14.88	N
			400415	494240	240-35-6319.00-938-599000	GROCERY SUPPLIES	1,299.21	N
			400415	494240	240-35-6341.03-001-599000	GROCERY SUPPLIES	9,899.06	N
			400415	494240	240-35-6341.03-041-599000	GROCERY SUPPLIES	9,659.20	N
			400415	494240	240-35-6341.03-101-599000	GROCERY SUPPLIES	12,922.44	N
			400415	494240	240-35-6341.03-103-599000	GROCERY SUPPLIES	10,895.88	N
			400415	494240	240-35-6341.06-938-599000	GROCERY SUPPLIES	4,649.28	N
			400415	494240	240-35-6341.LF-041-599000	GROCERY SUPPLIES	710.58	N
			400415	494240	240-35-6341.LF-101-599000	GROCERY SUPPLIES	535.50	N
			400415	494240	240-35-6341.LF-103-599000	GROCERY SUPPLIES	911.00	N
			400415	494240	240-35-6341.LF-999-599000	GROCERY SUPPLIES	1,370.72	N
			400415	494240	240-35-6342.02-001-599000	GROCERY SUPPLIES	969.36	N
			400415	494240	240-35-6342.02-041-599000	GROCERY SUPPLIES	834.55	N
			400415	494240	240-35-6342.02-101-599000	GROCERY SUPPLIES	1,040.06	N
			400415	494240	240-35-6342.02-103-599000	GROCERY SUPPLIES	617.02	N
Totals for Check 113356							56,383.00	
113357	10-10-2024	NORTH TEXAS TOLLWA	400400	796126329	199-36-6411.01-001-591000	TOLLS	33.84	N
113358	10-10-2024	GARBO'S LOCKSMITH S	400396	93133	199-51-6239.00-936-599000	EMERGENCY SERVICE CALLS	132.50	N
113359	10-10-2024	SCHOOL COMP	400401	17845	199-11-6143.00-001-511000	MONTHLY CLAIM CHARGES	662.13	N
			400401	17845	199-11-6143.00-101-511000	MONTHLY CLAIM CHARGES	9.30	N
Totals for Check 113359							671.43	
113360	10-10-2024	MARVIL PURYEAR	400137	1882536	199-51-6399.00-936-599000	WEED EATER REPAIR	113.50	N
113361	10-10-2024	KLEMENT DISTRIBUTIO	400363	138	240-35-6341.03-001-599000	ICE CREAM INVOICE	368.82	N
			400363	138	240-35-6341.03-041-599000	ICE CREAM INVOICE	324.50	N
			400363	138	240-35-6341.03-101-599000	ICE CREAM INVOICE	323.20	N
			400363	138	240-35-6341.03-103-599000	ICE CREAM INVOICE	194.08	N
			400363	138	240-35-6341.06-938-599000	ICE CREAM INVOICE	548.79	N
Totals for Check 113361							1,759.39	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113362	10-10-2024	LEE'S TRUE VALUE HAR	008652	2410-323322	199-11-6249.00-001-511000	KEYS - REF PO 400326	50.22	N
			008652	2410-323322	199-11-6399.40-001-522000	DREMEL REF PO 400241	100.98	N
			400154	2410-323322	199-51-6319.02-936-599000	BUILDING SUPPLIES ALL CAMPU	875.44	N
Totals for Check 113362							1,026.64	
113363	10-10-2024	N-TUNE MUSIC AND SO	400381	NT0320	199-11-6299.41-001-511000	SUPPLIES AND REPAIRS	125.00	N
			400381	NT0358	199-36-6399.42-001-599000	SUPPLIES AND REPAIRS	26.00	N
			400381	NT0400	199-36-6399.42-001-599000	SUPPLIES AND REPAIRS	149.00	N
Totals for Check 113363							300.00	
113364	10-10-2024	AMAZON CAPITAL	400266	1LVL-JXLD-G317	199-11-6399.05-041-511000	SKETCH BOOKS	290.07	N
			400274	1F3N-43DR-	199-11-6399.40-001-522000	SAFETY GLASSES & EAR CARE	176.60	N
			400218	19N9-N4XK-	199-11-6399.75-999-511000	REPLACEMENT BULBS	155.70	N
Totals for Check 113364							622.37	
113365	10-10-2024	ALL COPY	400042	AR32736	199-11-6269.00-001-511000	COPIER ANNUAL CONTRACT	1,083.08	N
			400042	AR32872	199-11-6269.00-041-511000	COPIER ANNUAL CONTRACT	1,555.44	N
			400042	AR32738	199-11-6269.00-101-511000	COPIER ANNUAL CONTRACT	1,933.14	N
			400042	AR32737	199-11-6269.00-103-511000	COPIER ANNUAL CONTRACT	1,365.27	N
			400042	AR32739	199-41-6269.01-701-599000	COPIER ANNUAL CONTRACT	113.88	N
Totals for Check 113365							6,050.81	
113366	10-10-2024	DISA GLOBAL	400398	2642614	199-34-6219.02-937-599000	DRUG AND ALCOHOL TESTING	594.00	N
113367	10-10-2024	AGPARTS WORLDWIDE,	400160	108198	199-11-6399.75-999-5110TE	CHROMEBOOK PARTS	89.95	N
			400160	108162	199-11-6399.75-999-5110TE	CHROMEBOOK PARTS	2,292.95	N
Totals for Check 113367							2,382.90	
113368	10-10-2024	PARENT SQUARE, INC.	400372	2024-15415	199-53-6299.00-999-599000	RENEW PARENTSQUARE NOTIFI	5,589.61	N
113369	10-10-2024	TESCO EQUIPMENT AN	400368	109154	199-51-6399.00-936-599000	PRESSURE WASHER REBUILD	429.09	N
			400057	109154	199-51-6399.00-936-599000	PRESSURE WASHER REBUILD	500.00	N
Totals for Check 113369							929.09	
113370	10-10-2024	WEST TECHS CHILL WA	400386	25871	199-51-6249.00-936-599000	WATER HEATER NOT OPERATIN	327.50	N
			400340	25779	199-51-6249.00-936-599000	JH GYM STORM DAMAGE REPAIR	13,647.77	N
			400275	25601	199-51-6249.00-936-599000	MISC. ELECTRICAL ISSUES	217.50	N
			400275	25726	199-51-6249.00-936-599000	MISC. ELECTRICAL ISSUES	1,137.00	N
Totals for Check 113370							15,329.77	
113371	10-10-2024	CISCO COLLEGE	400394	CLYDE CISD	199-11-6223.00-001-538000	DUAL CREDIT TUITION FALL	5,166.00	N
			008656	166004763	199-11-6223.00-001-538000	MIALY GRAY SPRING 24 CLYDE	210.00	N
Totals for Check 113371							5,376.00	
113372	10-10-2024	OPTIMUM BUSINESS	400365	101350891	199-51-6259.01-999-599000	INTERNET CIRCUIT	6,614.05	N
			400365	101350891	199-53-6399.01-999-599000	INTERNET CIRCUIT	774.07	N
Totals for Check 113372							7,388.12	
113373	10-10-2024	GREAT AMERICA FINAN	008657	37434737	199-11-6269.00-001-511000	COPY MACHINE LEASE	223.00	N
			008658	37462063	199-11-6269.00-001-511000	COPY MACHINE LEASE	488.78	N
			008658	37462063	199-11-6269.00-001-522000	COPY MACHINE LEASE	66.65	N
			008657	37434737	199-11-6269.00-041-511000	COPY MACHINE LEASE	223.00	N
			008658	37462063	199-11-6269.00-041-511000	COPY MACHINE LEASE	488.78	N
			008657	37434737	199-11-6269.00-101-511000	COPY MACHINE LEASE	223.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			008658	37462063	199-11-6269.00-101-511000	COPY MACHINE LEASE	488.78	N
			008657	37434737	199-11-6269.00-103-511000	COPY MACHINE LEASE	223.00	N
			008658	37462063	199-11-6269.00-103-511000	COPY MACHINE LEASE	488.78	N
			008658	37462063	199-12-6269.00-001-599000	COPY MACHINE LEASE	44.44	N
			008658	37462063	199-41-6269.01-701-599000	COPY MACHINE LEASE	88.87	N
			008658	37462063	199-51-6269.00-936-599000	COPY MACHINE LEASE	66.61	N
Totals for Check 113373							3,113.69	
113374	10-10-2024	LINDE GAS & EQUIPMEN	400409	45283037	199-51-6269.00-936-599000	AUTO TECH CYLINDER RENTAL	19.02	N
113375	10-10-2024	SCHOOLKIDZ.COM LLC	400355	39008	199-11-6399.00-101-511000	STUDENT SCHOOL SUPPLY KITS	415.43	N
	10-25-2024	SCHOOLKIDZ.COM LLC	400355	39008	199-11-6399.00-101-511000	NEEDS PAID OUT OF ELEM STUD	-415.43	N
Totals for Check 113375							.00	
113376	10-10-2024	LEXIA VOYAGER SOPRI	400291	8235621	199-11-6399.00-001-537000	DTSKEXUA HS LICENSES	168.00	N
113378	10-10-2024	CASEY HODGES	400404		199-11-6411.00-001-511000	TRAVEL REIMBURSEMENT MULE	273.36	N
113379	10-10-2024	JA'DUKE BACKDROPS	400349	09232024	199-11-6399.51-001-511000	BACKDROP FOR MUSICAL	820.00	N
113380	10-10-2024	KHOLBYE WALKER	400375	CLYDE/MULESH	199-36-6219.00-001-591000	JV FOOTBALL OFFICIALS MULES	95.00	N
113381	10-10-2024	JUSTIN DAWSON	400379	CLYDE/MULESH	199-36-6219.00-001-591000	JV FOOTBALL OFFICIALS MULES	95.00	N
113382	10-10-2024	J EDWARD BATES	400377	CLYDE/MULESH	199-36-6219.00-001-591000	JV FOOTBALL OFFICIALS MULES	95.00	N
113383	10-10-2024	TREVOR HALFMANN	400376	CLYDE/MULESH	199-36-6219.00-001-591000	JV FOOTBALL OFFICIALS MULES	95.00	N
113384	10-10-2024	BRANDI SITTER	008654		240-00-5751.00-000-500000	REFUND OF MEAL ACCT	79.75	N
113385	10-17-2024	BLAKE FULENWIDER DO	400492	139368	199-34-6631.00-937-599000	DODGE DURANGO 2024	38,226.38	N
113386	10-17-2024	CLYDE FARM & RANCH	400432	CISD-FFA	199-11-6399.41-001-522000	LIVESTOCK BARN SUPPLIES	221.10	N
			400426	CISD-FFA	199-36-6399.45-001-599000	SAFEGUARD/SYRINGES/SHAVIN	52.45	N
Totals for Check 113386							273.55	
113387	10-17-2024	TASBO	400293	367063	199-41-6411.05-750-599000	FINANCE+CTE JOINT WORKSHOP	235.00	N
			400307	116	199-51-6495.00-936-599000	MEMBERSHIP/OP. CONFERENCE	145.00	N
			400307	116	199-51-6629.03-936-599000	MEMBERSHIP/OP. CONFERENCE	350.00	N
Totals for Check 113387							730.00	
113388	10-17-2024	TASA	400412	000166820	199-13-6411.01-999-599000	REGISTRATION CONF FEE	274.00	N
			400402	167371/168820	199-13-6411.01-999-599000	CONFERENCE REGISTRATION	550.00	N
Totals for Check 113388							824.00	
113389	10-17-2024	BSN SPORTS, LLC	400313	927212394	199-36-6399.17-001-591000	TRACK SUPPLIES	2,344.32	N
			400423	927212394	199-36-6399.17-001-591000	SHIPPING COST FOR PO 400313	82.48	N
			400313	927212394	199-36-6399.18-001-591000	TRACK SUPPLIES	2,344.31	N
			400423	927212394	199-36-6399.18-001-591000	SHIPPING COST FOR PO 400313	82.49	N
Totals for Check 113389							4,853.60	
113390	10-17-2024	J W PEPPER & SON CO	400024	366843646	199-11-6399.55-001-511000	MUSIC	35.00	N
			400024	366824131	199-11-6399.55-001-511000	MUSIC	39.98	N
			400024	366823020	199-11-6399.55-001-511000	MUSIC	62.85	N
			400024	366825146	199-11-6399.55-001-511000	MUSIC	29.99	N
Totals for Check 113390							167.82	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113391	10-17-2024	GREG WELCH	008668		199-41-6419.00-702-599000		741.60	N
113392	10-17-2024	CAROLINA BIOLOGICAL	400309	52734858 RI	199-11-6399.05-001-511000	GLOVES, FROGS, OWLS,	912.56	N
113393	10-17-2024	TEXAS TECH UIL	400421		199-36-6499.14-001-591000	REGIONAL MEET ENTRY FEES	90.00	N
113394	10-17-2024	INTERSTATE BILLING SE	008670	546545	199-34-6319.01-937-523000	REF PO 24237	941.58	N
113395	10-17-2024	HODGES BADGE COMP	400439	24026051	199-12-6329.01-103-599000	LIBRARY AR AWARDS	331.50	N
113396	10-17-2024	A J ENTERPRISES	400446	28818	199-34-6249.00-937-599000	REPAIR A/C ON TB 1	727.00	N
113397	10-17-2024	CARD SERVICE CENTER	008667	CISD 2049	199-41-6299.00-750-599000	REMARKABLE SUBSCRIPTIONS	6.48	N
113398	10-17-2024	FRANKLIN COVEY	400434	IS10803199	199-13-6219.00-101-599000	COACHING DAY ELEM	3,420.00	N
113402	10-17-2024	NUOVE SALES, INC.	400367	4209	199-12-6399.00-041-599000	COVER FOR LIBRARY BOOKS	575.00	N
113403	10-17-2024	AMAZON CAPITAL	400260	1RYN-WK1H-	199-12-6399.00-103-599000	LIBRARY SUPPLIES	56.96	N
			400407	1DG9-9CNK-	199-41-6399.00-701-599000	STACKABLE TRAYS & HIGHLIGHT	196.99	N
			400407	1DG9-9CNK-	199-41-6399.00-750-599000	STACKABLE TRAYS & HIGHLIGHT	193.76	N
Totals for Check 113403							447.71	
113404	10-17-2024	BIG COUNTRY HARDWA	400427	100000	199-51-6319.02-936-599000	SHOWERHEADS FOR JH & HS	422.82	N
113405	10-17-2024	HEALTH SPECIAL RISK, I	400486	CLYDE C ISD	199-36-6429.00-001-591000	STUDENT INSURANCE	1,608.00	N
			400486	CLYDE CISD	199-36-6429.00-999-599000	STUDENT INSURANCE	32,832.00	N
Totals for Check 113405							34,440.00	
113406	10-17-2024	ANTHONY MECHANICAL	400442	058389	199-51-6249.00-936-599000	TEACHER'S LOUNGE ICE MACHIN	993.90	N
113407	10-17-2024	RANKIN AUTO PARTS	400150	331196	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	31.66	N
			400150	331337	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	2.64	N
			400150	331352	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	6.68	N
			400150	331390	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	4.86	N
Totals for Check 113407							45.84	
113408	10-17-2024	WEST TECHS CHILL WA	400406	25872	199-51-6249.00-936-599000	LIGHTING ISSUES	300.00	N
			400419	25874	199-51-6249.00-936-599000	OVEN NOT WORKING	506.25	N
			400418	25873	199-51-6249.00-936-599000	WIRE UP OVEN & KEYED SWITCH	410.00	N
Totals for Check 113408							1,216.25	
113409	10-17-2024	ACTION CAREER TRAINI	400305	SB071	199-34-6219.01-937-599000	BUS DRIVR TRAINING	1,595.00	N
	10-18-2024	ACTION CAREER TRAINI	400305	SB071	199-34-6219.01-937-599000	WRITTEN FOR WRONG AMOUNT	-1,595.00	N
Totals for Check 113409							.00	
113410	10-17-2024	SALLY'S PRINTING + MAI	400205	597	199-11-6399.55-001-511000	CHOIR CONCERT PROGRAMS	120.00	N
113411	10-17-2024	GENERAL STEEL WARE	400342	1051577	199-11-6399.40-001-522000	MATERIALS TO BUILD SCH TRAIL	4,006.83	N
			400276	105443	199-11-6399.40-001-522000	Ag Shed Build-Student Project	155.52	N
			400276	1051385	199-11-6399.40-001-522000	Ag Shed Build-Student Project	531.60	N
			400342	1051577	199-11-6639.40-001-522000	MATERIALS TO BUILD SCH TRAIL	2,175.81	N
Totals for Check 113411							6,869.76	
113412	10-17-2024	CALLAHAN COUNTY 4-H	400296	CLYDE	211-11-6399.00-103-530000	4H ENROLLMENT	650.00	N
113413	10-17-2024	THE TRAILER PARTS OU	400019	31439	199-11-6639.40-001-522000	AG MECH SUPPLIES	5,449.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113414	10-17-2024	HERTZBERG-NEW METH	400068	1997536-00	199-12-6329.01-041-599000	LIBRARY BOOKS	539.91	N
113415	10-17-2024	CIVICPLUS LLC	400459	317309	199-12-6299.90-999-599000	SOCIAL MEDIA ARCHIVING	3,141.00	N
113416	10-17-2024	C4 FUELS LLC	008669	68980/69982	199-34-6311.01-937-523000		17,757.90	N
113417	10-17-2024	WATCHFIRE SIGNS, LLC	400481	9167724	199-51-6249.00-936-599000	SREVICE CALL AND PARTS	638.21	N
			400063	9167724	199-51-6319.03-936-599000	PARTS, WIRELESS CONTROLLER	2,043.50	N
						Totals for Check 113417	2,681.71	
113418	10-17-2024	PRO-ED	400457	3058373	410-11-6399.00-101-511000	SUPPLMENT MATERIAL	1,600.00	N
113419	10-17-2024	PRO ED, INC	400223	3058796	410-11-6399.00-103-511000	SUPPLMENT MATERIAL	2,848.00	N
			400223	3058796	410-11-6399.00-999-511000	SUPPLMENT MATERIAL	124.80	N
						Totals for Check 113419	2,972.80	
113420	10-17-2024	LOWMAN CONSULTING ,	400447	8231	410-11-6399.00-103-511000	SUPPLMENT MATERIAL	400.00	N
113421	10-17-2024	PERFORMING IN EDUCA	400334	INV-0327	410-11-6399.00-041-511000	SUPPLMENT MATERIAL	297.00	N
113422	10-17-2024	EDYNAMIC LP	400224	INV-EL-	410-11-6399.00-001-511000	SUPPLMENT MATERIAL	3,400.00	N
113423	10-18-2024	SHACKELFORD CO APP	400498	33	199-99-6213.00-703-599000	4th QUARTERLY LOCAL FUNDING	14,006.50	N
113424	10-18-2024	ACTION CAREER TRAINI	008673	18039	199-34-6219.01-937-599000	REF PO 400305 - WRONG AMOUN	1,095.00	N
113425	10-18-2024	HCDT INSURANCE AGE	400497	26715	199-52-6429.00-999-599000	CYBER RENEWAL POLICY	11,511.68	N
113427	10-30-2024	GINGER HUXLEY	400592		199-41-6411.02-750-599000	MEALS for TRAVEL HR ACADEMY	86.00	N
113428	10-31-2024	CITIZENS EMERGENCY	400096	V VS TLCA	199-36-6219.01-001-591000	EMS STANDBY FOR FOOTBALL	247.50	N
113429	10-31-2024	CEV MULTIMEDIA,LTD	400535	INV-10830	410-11-6399.00-001-511000	AG CURRICULUM	1,600.00	N
113430	10-31-2024	AT&T MOBILITY	008682	X10232024	199-51-6259.02-999-599000	WIRELESS CHARGES	1,013.00	N
113431	10-24-2024	AIRGAS USA, LLC	400272	9154761928	199-11-6399.40-001-522000	Ag Shop Consumables	484.32	N
			400272	9154761913	199-11-6399.40-001-522000	Ag Shop Consumables	323.30	N
			400272	9154761941	199-11-6399.40-001-522000	Ag Shop Consumables	80.72	N
						Totals for Check 113431	888.34	
113432	10-24-2024	HAMILTON SUPPLY CO.,	400414	499756	199-51-6319.03-936-599000	BELTS FOR LAWN MOWERS	280.35	N
113433	10-24-2024	CITIZENS EMERGENCY	400096	JV VS	199-36-6219.01-001-591000	EMS STANDBY FOR FOOTBALL	225.00	N
113434	10-24-2024	ASW ENTERPRISES,	400417	23241538	199-36-6399.04-001-599000	UIL MATERIALS	130.00	N
113435	10-24-2024	BSN SPORTS, LLC	400392	927302741	199-36-6399.12-001-591000	BASKETBALL SUPPLIES	114.48	N
			400392	927391556	199-36-6399.12-001-591000	BASKETBALL SUPPLIES	690.48	N
			400005	927428098	199-36-6399.19-041-591000	JH WORKOUT GEAR	2,011.88	N
						Totals for Check 113435	2,816.84	
113436	10-24-2024	ODP BUSINESS SOLUTI	400350	389950284001	199-11-6399.00-001-511000	OFFICE/TEACHER SUPPLIES	45.77	N
			400350	389950473001	199-11-6399.00-001-511000	OFFICE/TEACHER SUPPLIES	6.31	N
			400350	389950474001	199-11-6399.00-001-511000	OFFICE/TEACHER SUPPLIES	124.73	N
						Totals for Check 113436	176.81	
113437	10-24-2024	HEXCO ACADEMIC	400443	385490117003	199-36-6399.04-001-599000	UIL MATERIALS	31.96	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113438	10-24-2024	TCEA	400518	1006331	199-11-6411.53-001-511000	CONFERENCE REGISTRATION	424.00	N
113439	10-24-2024	CDW GOVERNMENT INC	400343	AB1Z32H	199-11-6399.75-999-511000	COMPUTER FOR NEWLINE DISPL	964.95	N
113440	10-24-2024	AGENCY 405	250025	202409-294652	199-41-6219.00-750-599000	BACKGROUND CHECKS	23.00	N
113441	10-24-2024	JONES SCHOOL SUPPL	400456	2120445	199-11-6499.02-101-511000	BULLDOG BRAG MEDALS	1,553.48	N
113442	10-24-2024	CONLEY PRINTING CO.,	400238	62382	199-23-6399.00-041-599000	SIGNATURE STAMPS	58.83	N
113443	10-24-2024	A J ENTERPRISES	400494	CLYDE CISD	199-34-6249.00-937-599000	TB 1 REPAIR ADD'L	2,433.66	N
			400167	CLYDE CISD	199-34-6249.00-937-599000	TB 1 CHECK ENGINE LIGHT	2,000.00	N
						Totals for Check 113443	4,433.66	
113444	10-24-2024	SIGN WAREHOUSE	400469	INV/2024/46267	199-11-6399.00-001-511000	VINYL	155.04	N
			400448	INV/2024/46267	199-11-6399.00-103-524000	YARD SIGNS AND STAKES	146.51	N
						Totals for Check 113444	301.55	
113445	10-24-2024	DATROO TECHNOLOGIE	008679	32044	199-51-6259.01-999-599000		262.61	N
113446	10-24-2024	AMAZON CAPITAL	400370	16Y3-QK9D-	199-11-6399.00-101-511000	TEXAS FLAG	24.55	N
			400354	1DQL-NP6H-	199-11-6399.00-101-523000	SP ED SUPPLIES	896.02	N
			400354	1TV9-7DVR-	199-11-6399.00-101-523000	SP ED SUPPLIES	77.00	N
			400476	1MP7-HNWG-	199-11-6399.06-101-511000	TEACHER SUPPLIES - GOOGLE L	83.28	N
			400455	1QVL-LQLQ-	199-11-6399.06-101-511000	CLASS SUPPLIES - KEYBOARDIN	90.51	N
			400295	1TGN-CJ1K-	199-11-6399.40-001-522000	AG SHOP STUDENT LOCKERS	178.90	N
			400337	11DC-RC3J-	199-36-6399.11-001-591000	BBALL SUPPLIES/COACH GEAR	2,809.97	N
			400490	196L-F4FP-44T3	199-36-6399.11-041-591000	BASKETBALL SAFETY GLASSES	29.97	N
			400420	1VGF-3GLF-	199-41-6399.01-701-599000	HIGHLIGHTERS AND SORTER	35.67	N
						Totals for Check 113446	4,225.87	
113447	10-24-2024	RANKIN AUTO PARTS	400150	332197	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	93.16	N
			400150	331628	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	14.31	N
			400150	332592	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	55.44	N
			400150	332865	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	35.24	N
			400150	332769	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	83.40	N
			400150	332669	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	150.56	N
				330924	199-34-6319.01-937-599000	CORE DEPOSIT - INV 330900	-50.00	N
						Totals for Check 113447	382.11	
113448	10-24-2024	WEST TECHS CHILL WA	400493	25948	199-51-6249.00-936-599000	CAB A/C UNIT REPAIR DIFFEREN	211.88	N
			400053	25948	199-51-6249.00-936-599000	CAB A/C UNIT REPAIR	1,760.00	N
			400053	25948	199-51-6249.02-936-599000	CAB A/C UNIT REPAIR	378.50	N
						Totals for Check 113448	2,350.38	
113449	10-24-2024	TEXAS SECRETARY OF	400510	M D HOLLAND	199-41-6411.04-701-599000	ELECTION CONF REGISTRATION	325.00	N
			400510	R. NEAL	199-41-6411.05-750-599000	ELECTION CONF REGISTRATION	325.00	N
						Totals for Check 113449	650.00	
113450	10-24-2024	LINDE GAS & EQUIPMEN	400409	45822184	199-51-6269.00-936-599000	AUTO TECH CYLINDER RENTAL	18.76	N
113451	10-24-2024	JIM NED PROJECT GRA	400516	001	199-36-6412.21-001-591000	MEALS AT JIM NED GAME	380.00	N
113452	10-24-2024	RAPTOR TECHNOLOGIE	400511	INV143727	199-11-6399.00-101-511000	RAPTOR BADGES	630.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113453	10-24-2024	BRYAN ALLEN	008678		199-41-6411.00-701-599000	MEALS	51.25	N
	10-25-2024	BRYAN ALLEN	008678		199-41-6411.00-701-599000	WRONG AMT - WAITING FOR PO	-51.25	N
Totals for Check 113453							.00	
113454	10-24-2024	ABILENE ISD XC	400529	CLYDE CISD	199-36-6499.50-041-599000	CHOIR CLINIC FEES	160.00	N
113455	10-24-2024	SHREDDING SERVICES	008677	31232	199-41-6299.00-750-599000	SHREDDING	55.00	N
113456	10-24-2024	HERTZBERG-NEW METH	400344	1998832-00	199-12-6329.01-101-599000	LIBRARY BOOKS	1,888.87	N
			400197	1997536-01	199-12-6329.01-103-599000	LIBRARY BOOKS	253.20	N
Totals for Check 113456							2,142.07	
113457	10-24-2024	American Association of N	400237	DARLENE	199-41-6429.01-701-599000	NOTARY AND SUPPLIES	103.90	N
113458	10-31-2024	J W PEPPER & SON CO	400520	366892323	199-11-6399.42-103-511000	CHRISTMAS PROGRAM MUSIC	2.05	N
			400520	366880723	199-11-6399.42-103-511000	CHRISTMAS PROGRAM MUSIC	31.29	N
			400520	366879974	199-11-6399.42-103-511000	CHRISTMAS PROGRAM MUSIC	96.77	N
Totals for Check 113458							130.11	
113459	10-31-2024	NEAL'S AUTOMOTIVE	400287	34213	199-34-6249.00-937-599000	YOUKON REPAIR	4,723.25	N
			400004	34037	199-34-6249.00-937-599000	FIX MAINTENANCE TRUCK	278.96	N
			400004	34381	199-34-6249.00-937-599000	FIX MAINTENANCE TRUCK	55.00	N
			400004	34147	199-34-6249.00-937-599000	FIX MAINTENANCE TRUCK	15.05	N
Totals for Check 113459							5,072.26	
113460	10-31-2024	GEYER INSTRUCTIONAL	400323	PSI011204	199-11-6399.05-001-511000	FREE FALL TUBE	60.80	N
113461	10-31-2024	ROBERT DALTON	250036	PAYMENT 3 OF 9	199-11-6219.80-001-522000	CRIMINAL HISTORY INSTRUCTOR	2,100.00	N
113462	10-31-2024	WAGNER SUPPLY	400501	148382	199-51-6319.01-936-599000	CUSTODIAL SUPPLIES 4 CAMPUS	3,779.87	N
113463	10-31-2024	N-TUNE MUSIC AND SO	400580	NT0528	199-11-6299.41-001-511000	SUPPLIES/INSTRUMENTS/REPAI	55.00	N
			400580	NT0489	199-11-6299.41-001-511000	SUPPLIES/INSTRUMENTS/REPAI	105.00	N
			400580	NT0527	199-11-6399.42-001-511000	SUPPLIES/INSTRUMENTS/REPAI	720.00	N
			400580	NT0487	199-36-6399.42-001-599000	SUPPLIES/INSTRUMENTS/REPAI	165.82	N
Totals for Check 113463							1,045.82	
113464	10-31-2024	AMAZON CAPITAL	400502	119G-DH44-	199-11-6399.00-101-511000	LAMINATOR FILM	348.60	N
			400530	1LX4-4VXR-	199-11-6399.02-101-511000	CLASS PAINT SUPPLY	25.64	N
			400464	17J4-1QWG-	199-41-6399.00-701-599000	SWIFFER WET JET PAD'S/OFC SU	34.33	N
			400464	17J4-1QWG-	199-41-6399.00-750-599000	SWIFFER WET JET PAD'S/OFC SU	26.88	N
			400464	1HV1-Y4WR-	199-41-6399.00-750-599000	SWIFFER WET JET PAD'S/OFC SU	9.48	N
			400464	17J4-1QWG-	199-41-6399.01-701-599000	SWIFFER WET JET PAD'S/OFC SU	31.88	N
			400464	17J4-1QWG-	199-51-6319.01-936-599000	SWIFFER WET JET PAD'S/OFC SU	30.00	N
Totals for Check 113464							506.81	
113465	10-31-2024	AGPARTS WORLDWIDE,	400496	1111020	199-11-6399.75-999-5110TE	CHROMEBOOK PARTS	368.30	N
113466	10-31-2024	SCHOOLGAP PROTECT	400552	468	199-51-6429.00-936-599000	STOP LOSS PROTECTION	15,228.00	N
	11-01-2024	SCHOOLGAP PROTECT	400552	468	199-51-6429.00-936-599000	ISSUED FOR WRONG AMOUNT	-15,228.00	N
Totals for Check 113466							.00	
113467	10-31-2024	DRAMATISTS PLAY SER	400550	SO_0000086757	199-36-6399.01-001-599000	OAP SCRIPT ROYALTIES	240.00	N
113468	10-31-2024	UIL MUSIC REGION 6	400548	CLYDE CISD	199-36-6499.44-001-599000	AREA CONTEST ENTRY FEES	300.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113469	10-31-2024	PEST PATROL	008683	11163730	199-51-6249.00-936-599000	MONTHLY PEST CONTROL	324.00	N
113470	10-31-2024	GREAT AMERICA FINAN	008684	37663872	199-11-6269.00-001-511000	COPY MACHINE LEASE	245.30	N
			008685	37682326	199-11-6269.00-001-511000		538.78	N
			008685	37682326	199-11-6269.00-001-522000		66.65	N
			008684	37663872	199-11-6269.00-041-511000	COPY MACHINE LEASE	245.30	N
			008685	37682326	199-11-6269.00-041-511000		538.78	N
			008684	37663872	199-11-6269.00-101-511000	COPY MACHINE LEASE	245.30	N
			008685	37682326	199-11-6269.00-101-511000		538.78	N
			008684	37663872	199-11-6269.00-103-511000	COPY MACHINE LEASE	245.30	N
			008685	37682326	199-11-6269.00-103-511000		538.78	N
			008685	37682326	199-12-6269.00-001-599000		44.44	N
			008685	37682326	199-41-6269.01-701-599000		111.04	N
			008685	37682326	199-51-6269.00-936-599000		66.61	N
Totals for Check 113470							3,425.06	
113471	10-31-2024	SUNFLOWER BANK, N.A.	400539	4485	211-11-6399.00-041-530000	STUDENT LICENSES	525.00	N
113472	10-31-2024	HENRY SCHEIN CORP.	400504	19763337	199-33-6399.01-001-599000	NURSE OFFICE SUPPLIES	112.14	N
			400504	19949331	199-33-6399.01-001-599000	NURSE OFFICE SUPPLIES	10.48	N
			400504	19763337	199-33-6399.01-041-599000	NURSE OFFICE SUPPLIES	112.14	N
			400504	19949331	199-33-6399.01-041-599000	NURSE OFFICE SUPPLIES	10.47	N
			400504	19763337	199-33-6399.01-101-599000	NURSE OFFICE SUPPLIES	112.14	N
			400504	19949331	199-33-6399.01-101-599000	NURSE OFFICE SUPPLIES	10.47	N
			400504	19763337	199-33-6399.01-103-599000	NURSE OFFICE SUPPLIES	112.14	N
			400504	19949331	199-33-6399.01-103-599000	NURSE OFFICE SUPPLIES	10.47	N
			400587	19699512	199-36-6399.01-001-591000	WRAPPING TAPE	51.65	N
			400033	19699512	199-36-6399.01-001-591000	ATHLETIC TRAINING SUPPLIES	13.29	N
Totals for Check 113472							555.39	
113473	10-31-2024	HCDT INSURANCE AGE	400581	26720	199-52-6429.00-999-599000	WORKPLACE VIOLENCE POLICY	4,754.66	N
113475	10-31-2024	GENERAL STEEL WARE	400512	1052041	199-11-6399.40-001-522000	Shop Instructional Materials	275.71	N
			400512	1051936	199-11-6399.40-001-522000	Shop Instructional Materials	311.54	N
Totals for Check 113475							587.25	
113476	10-31-2024	JACKSBORO ISD	400555	BB TOUR.	199-36-6499.11-001-591000	TOURNAMENT ENTRY FEE	400.00	N
			400555	BB TOUR.	199-36-6499.11-001-591000	TOURNAMENT ENTRY FEE	50.00	N
Totals for Check 113476							450.00	
113477	10-31-2024	BRYAN ALLEN	400558		199-41-6411.00-701-599000	MEAL REIMBURSEMENT	63.67	N
113478	10-31-2024	DYLAN NEUMAN	400574		199-34-6499.00-937-599000	DL REIMBURSEMENT	49.00	N
113479	10-31-2024	HERTZBERG-NEW METH	400068	1996595-01	199-12-6329.01-041-599000	LIBRARY BOOKS	46.46	N
113480	10-31-2024	CAMPBELL GATE SOLUT	400560	1	199-11-6399.40-001-522000	DUAL GATE SYSTEM	3,750.00	N
113481	10-31-2024	TEXAS ASSOC. OF MIDS	400575	202425 B ALLEN	199-41-6495.04-701-599000	ANNUAL MEMBERSHIP DUES	500.00	N
113482	10-31-2024	UNIVERSITY OF TEXAS	008686	25-0034	199-36-6499.44-001-599000	STATE MARCHING FEES REF 400	800.00	N
113483	10-31-2024	SAM'S CLUB DIRECT	008687	006190	199-36-6399.05-001-599000	STUCO CONCES REF PO 400441	300.30	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113484	10-31-2024	REGION VI VOCAL	400613		199-36-6412.50-001-599000	MEALS AT PRE-AREA AUDITIONS	55.00	N
888888	10-02-2024	COMDATA	008681		199-00-2110.02-000-500000	PYMT MC COMDATA	8,552.23	N
	10-11-2024	COMDATA	008665		199-00-2110.02-000-500000	PYMT MC COMDATA	6,417.90	N
Totals for Check 888888							14,970.13	
888889	11-11-2024	COMDATA	008697		199-00-2110.02-000-500000	PYMT MC COMDATA	11,592.43	N
Total Checks							499,782.56	

End of Report

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

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 5 GENERAL OPERATING	16,296,892.00	-3,472,575.12	-5,927,521.69	10,369,370.31	36.37%
240 / 5 SPECIAL REVENUE	900,500.00	-97,728.88	-181,255.04	719,244.96	20.13%
599 / 5 DEBT SERVICE FUND	1,650,362.00	-72,750.96	-72,750.96	1,577,611.04	4.41%
Total 5000 Revenues	18,847,754.00	-3,643,054.96	-6,181,527.69	12,666,226.31	32.80%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	18,847,754.00	-3,643,054.96	-6,181,527.69	12,666,226.31	32.80%

Board Report
 Recap Comparison of Expenditures and Encumbrances to Budget
 CLYDE CISD
 As of October

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 5 GENERAL OPERATING	-16,772,116.00	205,158.92	4,114,411.48	1,523,739.14	-12,452,545.60	24.53%
240 / 5 SPECIAL REVENUE	-957,089.00	1,215.21	151,306.31	108,655.11	-804,567.48	15.81%
599 / 5 DEBT SERVICE FUND	-1,506,526.00	.00	500.00	500.00	-1,506,026.00	.03%
Total 6000 Expenditures	-19,235,731.00	206,374.13	4,266,217.79	1,632,894.25	-14,763,139.08	22.18%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-19,235,731.00	206,374.13	4,266,217.79	1,632,894.25	-14,763,139.08	22.18%

End of Report

2021-2022 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$552.66	\$760.53	\$2,333.31	\$4,695.12	\$10,246.90	\$11,687.18	\$10,074.14	\$2,866.60	\$1,429.65	\$540.36	\$588.80	\$536.33	\$46,311.58
WATER	\$9,028.00	\$9,740.75	\$9,497.00	\$8,766.25	\$7,677.50	\$9,426.25	\$8,596.75	\$9,146.25	\$8,770.00	\$8,041.50	\$7,735.96	\$8,725.96	\$105,152.17
ELECTRIC	\$26,300.08	\$25,401.39	\$22,802.75	\$19,388.65	\$16,895.04	\$18,638.09	\$19,474.30	\$20,516.95	\$25,169.81	\$24,338.78	\$24,105.67	\$25,638.68	\$268,670.19
TOTAL	\$35,880.74	\$35,902.67	\$34,633.06	\$32,850.02	\$34,819.44	\$39,751.52	\$38,145.19	\$32,529.80	\$35,369.46	\$32,920.64	\$32,430.43	\$34,900.97	\$420,133.94

2022-23 Utilities Report

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

2023-24 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$941.52	\$2,565.85	\$5,332.05	\$10,191.63	\$21,779.74	\$13,069.46	\$7,292.91	\$4,392.67	\$1,351.01	\$1,737.54	\$915.42	\$915.45	\$70,485.25
WATER	\$10,633.57	\$10,235.07	\$10,291.57	\$8,850.07	\$8,264.57	\$9,230.82	\$8,657.57	\$9,438.82	\$9,473.29	\$7,751.45	\$8,088.23	\$7,482.00	\$108,397.03
ELECTRIC	\$30,330.02	\$31,405.73	\$26,523.55	\$22,343.22	\$20,096.35	\$20,991.35	\$19,901.02	\$21,374.89	\$21,117.42	\$21,272.17	\$19,668.46	\$22,792.47	\$277,816.65
TOTAL	\$41,905.11	\$44,206.65	\$42,147.17	\$41,384.92	\$50,140.66	\$43,291.63	\$35,851.50	\$35,206.38	\$31,941.72	\$30,761.16	\$28,672.11	\$31,189.92	\$456,696.93

2024-2025 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$1,193.15	\$1,403.22											
WATER	\$12,572.62	\$10,847.37											
ELECTRIC	\$30,410.71	\$28,701.60											
TOTAL	\$44,176.48												

NOVEMBER 18 BOARD MEETING

2024-2025 TAX COLLECTIONS

10/31/2024

MAINTENANCE & OPERATIONS

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 3,204,921.28	\$ 110,908.09	\$ -	\$ 110,908.09	\$ 3,094,013.19	3%
DELINQUENT TAXES	\$ 229,412.24	\$ 16,939.82	\$ -	\$ 16,939.82	\$ 212,472.42	7%
PENALTY & INTEREST		\$ 3,796.03	\$ -	\$ 3,796.03		
GRAND TOTAL	\$ 3,434,333.52	\$ 131,643.94	\$ -	\$ 131,643.94	\$ 3,302,689.58	4%

INTEREST & SINKING

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 1,065,947.86	\$ 36,887.71	\$ -	\$ 36,887.71	\$ 1,029,060.15	3%
DELINQUENT TAXES	\$ 79,868.72	\$ 5,922.86	\$ -	\$ 5,922.86	\$ 73,945.86	7%
PENALTY & INTEREST		\$ 1,327.70	\$ -	\$ 1,327.70		
GRAND TOTAL	\$ 1,145,816.58	\$ 44,138.27	\$ -	\$ 44,138.27	\$ 1,101,678.31	4%

CURRENT MONTH CASH POSITION			
as of October 31, 2024			
CASH IN BANK	PRIOR MONTH BALANCE	MONTHLY ACTIVITY	10/31/2024
GENERAL OPERATING	\$ 5,267,233.19	\$ 2,117,244.84	\$ 7,384,478.03
INVESTMENT ACCOUNT	\$ 924,793.71	\$ 3,292.85	\$ 928,086.56
TEXAS RANGE INVESTMENT POOL			
TEXAS RANGE DAILY	\$ 780,402.11	\$ 3,255.50	\$ 783,657.61
FIRST INTERNET BANK OF INDIANA	\$ 237,000.00	\$ -	\$ 237,000.00
EDUCATION FOUNDATION			
FIRST FINANCIAL CHECKING	\$ 12,763.00	\$ 4,273.46	\$ 17,036.46
FIRST BANK TEXAS	\$ 5,500.00	\$ 94.20	\$ 5,594.20
RAYMOND JAMES CD	\$ 26,724.26	\$ 98.80	\$ 26,823.06
FIRST FINANCIAL BANK CD	\$ 40,000.00	\$ -	\$40,000.00
INTEREST & SINKING FUND	\$ 3,054,342.35	\$ 10,875.38	\$ 3,065,217.73
TEX TERM/DEBT SERVICE FUND2.24	\$2.24	\$ 0.01	\$2.25
WORKERS COMP ACCOUNT	\$ -	\$ -	\$0.00
CAMPUS ACTIVITY FUNDS			
HIGH SCHOOL	\$102,586.98	\$ (1,620.75)	\$ 100,966.23
JUNIOR HIGH	\$47,878.30	\$ 260.58	\$ 48,138.88
INTERMEDIATE	\$18,127.53	\$ (701.09)	\$ 17,426.44
ELEMENTARY	\$29,632.82	\$ 60.80	\$ 29,693.62
GRAND TOTALS	\$ 10,546,986.49	\$ 2,137,134.58	\$ 12,684,121.07

- (i) Dashboard
- (ii) Investment Report
- B Curriculum and Special Programs Report
- (i) Workforce/rootEd Fall Report
- (ii) ACT Report
- C Superintendent Report

Clyde CISD Enrollment Comparison by Month

as of October 31st each year

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	23-24
	Oct	Oct.	Sept.								
HS	16	17	17	0	7	14	17	17	17	7	17
EE	2	1	4	2	3	1	2	2	1	2	1
PK	45	35	32	46	37	35	38	39	28	41	30
K	108	104	107	107	87	106	90	94	96	78	92
1st	105	105	92	99	103	92	127	95	91	98	91
2nd	107	99	106	92	106	92	96	118	96	87	96
3rd	116	112	101	111	93	104	93	102	110	102	110
4th	112	114	112	101	108	93	100	102	101	108	99
5th	97	120	117	125	109	113	97	103	102	106	103
6th	109	106	117	121	133	113	115	101	109	98	108
7th	111	110	113	129	111	116	122	114	97	109	95
8th	128	118	111	109	132	111	122	111	119	104	118
9th	111	125	121	125	126	127	121	124	118	123	114
10th	109	100	104	101	99	109	120	116	116	102	117
11th	97	103	89	104	98	79	91	111	103	116	102
12th	93	87	90	80	102	89	81	90	105	102	106
Total	1466	1456	1433	1452	1454	1394	1432	1439	1409	1383	1399

Clyde CISD Campus Summary Report

As of Thursday, October 31, 2024 (22 Instructional days)

Total # of Students:	1,383
Refined ADA:	1284.64
% of Attendance:	95.88

School	Student Enrollment	Refined ADA	% of Attendance
Clyde High School	443	420.91	95.04
Clyde Jr High	311	299.41	95.38
Clyde Intermediate	317	307.23	96.85
Clyde Elementary	312	257.09	96.72

Clyde CISD Campus Summary Report

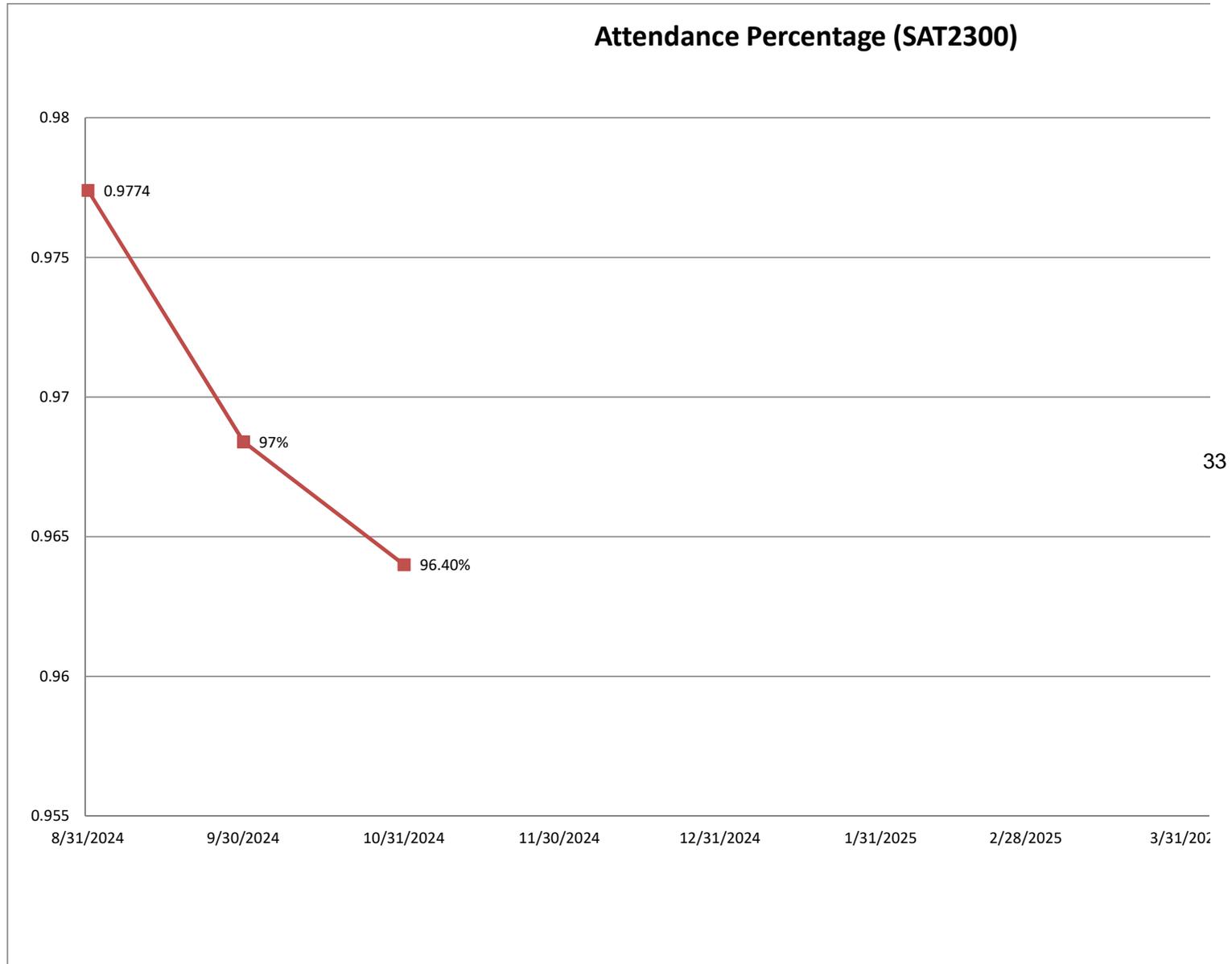
As of Tuesday, October 31, 2023 (21 Instructional days)

Total # of Students:	1,409
Refined ADA:	1298.19
% of Attendance:	95.74

School	Student Enrollment	Refined ADA	% of Attendance
Clyde High School	442	419.10	94.98
Clyde Jr High	325	310.00	95.89
Clyde Intermediate	313	301.00	96.25
Clyde Elementary	329	268.14	96.2

2024-2025 CLYDE CISD STUDENT ATTENDANCE PERCENTAGE

Date	Percentage
8/31/2024	97.74%
9/30/2024	96.84%
10/31/2024	96.40%
11/30/2024	
12/31/2024	
1/31/2025	
2/28/2025	
3/31/2025	
4/30/2025	
5/22/2025	



7. DISCUSSION ITEMS

A Discuss CHS Cell Phone Policy

8. ACTION ITEMS

A Consideration and Possible Action on Consent Agenda

(i) Approve Minutes of the Previous Meeting(s)

35

Regular Meeting

Monday, October 28, 2024 6:00 PM

Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510

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

1. CALL TO ORDER AND ANNOUNCE A QUORUM

Discussion: President Robert Frost called the meeting to order at 6:00pm.

2. INVOCATION

Discussion: The invocation was led by Mr. Jay Louder.

3. PLEDGES OF ALLEGIANCE

Discussion: The pledges were led by President Robert Frost.

4. RECOGNITION OF VISITORS/PUBLIC COMMENT: All persons wishing to address the Board at this time MUST complete a registration form by 3:00pm on the day of the meeting.

Discussion: None

5. SPECIAL RECOGNITIONS AND PRESENTATIONS

5.A. Principal's Appreciation Month

Discussion: Mr. Allen recognized Josh Parker; Elementary Principal; Josh Odom; Junior High Principal; Jamie Munoz; Intermediate Principal; and Casey Hodges; High School Principal.

5.B. Texas Education Human Resources Appreciation Day: October 9, 2024

Discussion: Mr. Allen recognized Ginger Huxley; Human Resources and Payroll.

5.C. Clyde Elementary and Clyde Intermediate Campus Reports

Discussion: Josh Parker and Jamie Munoz presented the Clyde Elementary and Intermediate Campus Reports.

6. ADMINISTRATIVE REPORTS

6.A. Board Training (Annual Required Cybersecurity Training)

Discussion: Mr. Allen presented the Board Training (Annual Cybersecurity Training).

6.B. Financial Reports

Discussion: Rhonda Neal presented the Financial Reports. The financial reports included; Cash Receipts Journal September 2024, Check Payments September 2024, September 24 Comparison of

Revenue/Expenditure to Budget, 2024-2025
Utilities Report-Sept 2024, Tax Collection
September 2024 and the Investment Report.

6.C. Curriculum and Special Programs Report

Discussion: Dr. Paula Kinslow presented the Curriculum and Special Programs Report. She spoke about the MyPath and NWEA Map Growth Research Study Results, Clyde CISD Title III Program Evaluation and the 24-25 HB Board Goals for Clyde CISD.

6.C.(i) MyPath and NWEA MAP Growth Research Study Results

6.C.(ii) Clyde CISD Title III Program Evaluation

6.C.(iii) 2024-25 HB 3 Clyde CISD Board Goals

6.D. Superintendent Report

Discussion: Mr. Allen presented the Enrollment Comparison Report for September 2024 and the Superintendent's Report.

7. **DISCUSSION ITEMS**

7.A. Review of Clyde CISD Board of Trustees Standard Operational Procedures and Board Calendar

Discussion: Mr. Allen presented the Clyde CISD Board of Trustees Standard Operational Procedures and the Board Calendar.

7.B. 2024-2025 Campus Improvement Plans (First Reading)

Discussion: Dr. Paula Kinslow presented the 2024-2025 Elementary Campus Improvement Plan, Clyde Intermediate Campus Improvement Plan, 2024-2025 Clyde Junior High Campus Improvement Plan and the Clyde High School Campus Improvement Plan.

7.C. Report on Four-Day Instructional Week Surveys

Discussion: Mr. Allen presented the report on the Four-Day Instructional Week Surveys.

7.D. Report on Student Cell Phone Use Survey

Discussion: Mr. Allen presented the report on the Cell Phone Use Survey.

8. **ACTION ITEMS**

Discussion: Mr. Robert Frost led the action items.

8.A. Consideration and Possible Action on Consent Agenda

Action(s) :

to approve the consent agenda, as presented. This motion, made by Jerry Don Black and seconded by Jay Louder, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea

Rufus Quintanilla: Yea
Cody Walton: Yea
Greg Welch: Yea

Voting Summary: Yea: 7, Nay: 0

8.A.(i) Approve Minutes of the Previous Meeting(s)

8.A.(ii) Approve Monthly Financial Report

8.A.(iii) Approve Donations to the District

8.B. Consideration and Possible Action to Approve the Annual Investment Report and Policy Review

Action(s) :

to approve the annual review of investment policy and investment strategies with no changes from previous year. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

8.C. Consideration and Possible Action to Approve a Resolution of the Board Regarding Review of the Investment Program

Action(s) :

to approve a resolution of the board regarding the review of the investment program, as presented. This motion, made by Jerry Don Black and seconded by Rufus Quintanilla, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

8.D. Consideration and Possible Action to Approve Budget Amendment #01-2025

Action(s) :

to approve Budget Amendment #01-2025 in the amount of \$4,725. This motion, made by Rufus Quintanilla and seconded by Greg Welch, Passed.

Voting Detail:

Jerry Don Black: Yea

Robert Frost: Yea
Jay Louder: Yea
Bethany Powell: Yea
Rufus Quintanilla: Yea
Cody Walton: Yea
Greg Welch: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: The donation received from Noworatzky & Associates in the amount of \$3,725 for gate equipment to be installed at the ag barn; and the donation received from the Athletic Boosters in the amount of \$1,000 to help purchase volleyball uniforms needs to be added to the district's budget in order for the district to purchase these items. In order to add this revenue and expenditures to the adopted budget the board must approve this amendment.

8.E. Consideration and Possible Action to Approve 2024-2025 District Improvement Plan

Action(s):

to approve the second and final reading of the 2024-2025 Clyde CISD District Improvement Plan, as presented. This motion, made by Bethany Powell and seconded by Jay Louder, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

8.F. Consideration and Possible Action to Approve Cost of Living Adjustment (COLA) for Clyde CISD Employees

Action(s):

to approve a cost of living adjustment (COLA) for Clyde CISD employees, as presented. This motion, made by Cody Walton and seconded by Rufus Quintanilla, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

8.G. Consideration and Possible Action to Approve an Expenditure to the Callahan County Appraisal District for Appraisal Services

Action(s) :

to approve an expenditure to the Callahan County Appraisal District in the amount of \$125,000 for appraisal services. This motion, made by Rufus Quintanilla and seconded by Jerry Don Black, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

8.H. Consideration and Possible Action to Approve an Expenditure to Communities in Schools of the Big Country for Student Wrap-Around Services

Action(s) :

to approve an expenditure to Communities in Schools of the Big Country in the amount of \$112,000 for student wrap-around services. This motion, made by Jay Louder and seconded by Rufus Quintanilla, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

9. **CLOSED SESSION**

Discussion: Mr. Allen started the closed session at 8:38pm.

9.A. Personnel (Texas Govt Code 551.074)

Discussion: Mr. Allen presented the Personnel Report.

9.B. School Safety and Security Measures (Texas Govt Code 551.076)

Discussion: Mr. Allen presented the School Safety and Security Measures.

9.C. Consult with Legal Counsel (Texas Govt Code 551.071)

Discussion: Mr. Allen presented the consult with the Legal Counsel.

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

Discussion: Open Session began at 9:10pm

10.A. Consideration and Possible Action to Approve Professional Employment
Discussion: The Consideration and Possible Action to Approve Professional Employment was withdrawn.

10.B. Consideration and Possible Action to Approve Updates to the Clyde CISD Safety and Security Program, as Discussed in Closed Session

11. **BOARD REQUESTS**

Discussion: No Board Request

12. **ADJOURNMENT**

Action(s):

Meeting adjourned at 9:13PM. This motion, made by Jerry Don Black and seconded by Jay Louder, Passed.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

Board Secretary

Presiding Officer

(ii) Approve Monthly Financial Report
B Consideration and Possible Action to Approve Budget Amendment #25-02

42

CLYDE CISD FY 25 Budget Amendment Worksheet

Date: 18-Nov-24
Amendment #: 25-02

Purpose:
 Amend Functions 11 and 36
 Move funds from Function 11 to Function 36 for Salaries

Budget Summary: Amendment will decrease Function 11 and increase Function 36

	Original Budget	Amended Budget (Approved)	Amendments	Amended Budget (Proposed)
Revenues:				
Local and Intermediate Sources	\$6,778,662	\$6,783,387	\$0	\$6,783,387
State Program	\$11,168,592	\$11,168,592	\$0	\$11,168,592
Federal (USDA)	\$900,500	\$900,500	\$0	\$900,500
	<u>\$18,847,754</u>	<u>\$18,852,479</u>	<u>\$0</u>	<u>\$18,852,479</u>
Expenditures:				
0 Special Operating Transfers	\$0	\$0		\$0
11 Instruction	\$8,726,444	\$8,730,169	-\$500,000	\$8,230,169
12 Instructional/Media Services	\$202,622	\$202,622		\$202,622
13 Curriculum & Staff Development	\$184,707	\$184,707		\$184,707
21 Instructional Development	\$100	\$100		\$100
23 School Leadership	\$827,078	\$827,078		\$827,078
31 Guidance & Counseling	\$397,056	\$397,056		\$397,056
33 Health Services	\$206,248	\$206,248		\$206,248
34 Student Transportation	\$523,914	\$523,914		\$523,914
35 Food Services	\$83,378	\$83,378		\$83,378
240/35 Food Services	\$900,500	\$900,500		\$900,500
36 Co-curricular/Extra-curricular	\$865,372	\$866,372	\$500,000	\$1,366,372
41 General Administration	\$591,312	\$591,312		\$591,312
*41 Statutorily Required Public Notice Req Post	\$1,500	\$1,500		\$1,500
**41 Statutorily Required Public Notice Lobbying	\$500	\$500		\$500
51 Plant Maintenance & Operations	\$2,545,484	\$2,545,484		\$2,545,484
52 Security and Monitoring	\$207,589	\$207,589		\$207,589
53 Data Processing	\$665,529	\$665,529		\$665,529
71 Debt Service (Leases)	\$1,506,526	\$1,506,526		\$1,506,526
93 Pmts to Fiscal Agents for Shared Serv	\$595,000	\$595,000		\$595,000
99 Inter-Government Charges	\$254,496	\$254,496		\$254,496
Total	<u>\$19,285,355</u>	<u>\$19,290,080</u>		<u>\$19,290,080</u>
Excess Revenues Over/(Under) Expenditures	(\$437,601)	(\$437,601)		(\$437,601)

CLYDE CISD

Superintendent: _____
 Bryan Allen

Approved: _____
 Presiding Officer

 Attest: Presiding Officer

C Consideration and Possible Action to Appoint the District Site Based Committee to Make Recommendations to the Board of Trustees on Any District of Innovation (DOI) Plan Additions and/or Amendments	
D Consideration and Possible Action to Approve Campus Improvement Plans for 2024-2025	44

2024-2025 Clyde Elementary

CAMPUS IMPROVEMENT PLAN



Clyde Elementary Vision:

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

Mission:

L - Lead Everyday

E - Empower the leader within

A - Achieve goals together

D - Develop champions

E - Establish a safe environment

R - Respect others

S - Strive for excellence

Theme:

Empower - Support - Celebrate

#keepchasingexcellence

45

Clyde Elementary School Campus Improvement Plan

2024-2025 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Elementary School conducted a comprehensive needs assessment for the 2024-2025 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Elementary School for the current school year includes 25 teachers, 12 paraprofessionals, 1 nurse, 1 counselor and 2 administrators. The student demographic population for this school year is as follows: 81.4% White, 1% African American, 17% Hispanic, 0.0% Asian, and 0.6% American Indian. Additionally, the campus serves 51% economically disadvantaged students, 20.8% special education students, 1.5% 504 students, and 0.6% Emergent Bilingual students. Daily Attendance rates are between 94% to 98% with 4 to 18 students absent.

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

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

Areas of need include:

Continued improvement in attendance/academics to gain Distinctions.

2023-2024 Clyde Elementary End of Year Data

Student Achievement

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

CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5

READING: 69% average or above

- Average (18%)
- HiAverage (26%)
- Hi (25%)

Area of Strength: Author's Purpose & Craft
Growth Focus: Multiple Genres

MATH: 70% average or above

Average (24%)
HiAverage (28%)
Hi (18%)

Area of Strength: Numeric Representations & Relationships
Growth Focus: Computations & Algebraic Relationships

- 1st Grade: NWEA K-2

READING: 70% average or above

- Average (28%)
- HiAverage (28%)
- Hi (14%)

Area of Strength: Author's Purpose & Craft
Growth Focus: Composition, Inquiry and Research

MATH: 74% average or above

Average (23%)
HiAverage (28%)
Hi (23%)

Area of Strength: Numeric Representations & Relationships
Growth Focus: Computations and Algebraic Relationships

- Kindergarten NWEA K-2
READING: - 81% average or above

- Average (12%)
- HiAverage (26%)
- Hi (43%)

Area of Strength: Multiple Genres: Author’s Purpose
Growth Focus: Composition, Inquiry and Research

MATH: 88% average or above

- Average (17%)
- HiAverage (32%)
- Hi (39%)

Area of Strength: Geometry & Measurement
Growth Focus: Numerical Representation & Relationships

Goals for the 2024-2025 School Year:

Clyde Elementary will see an overall growth of 90% of students who are at least in the Average or Higher range in Reading and Math, according to the NWEA K-2 Growth Assessment by the end of the school year.

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

- 40% of students in each grade level will reach Rock Star Reader Status by May.
- Each grade level will have at least 20 days of 97% attendance or better by the end of the school year.

48

School Culture, Climate, and Organization

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

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

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

Areas of need include:

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

Staff Quality, Recruitment, and Retention

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

Title I Highly Qualified Report, Campus Employment Rosters

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

Clyde Elementary Staff remains fairly consistent from year to year. In 2nd Grade, there was a decrease in the number of classroom sections needed due to enrollment. One teacher was assigned to another campus, while one teacher moved to another district. One of our new classroom teachers was employed from our Grow Your Own Program. One other paraprofessional is enrolled in this program and will be eligible for hire at the end of the school year.

Areas of need include:

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

Family and Community Involvement

The following data was reviewed in relation to Family and Community

Involvement: PTO, Title I Parent Surveys, LIM Surveys

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

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

49

Areas of need include:

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

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

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

Clyde Elementary School Campus Improvement Plan

District Priority:	Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.
---------------------------	--

GOAL 1:	Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful.
----------------	--

Strategy 1: Disaggregate Spring 2024 and Fall 2024 MAPs and CIRCLE data, as well NWEA Maps Fluency, and CIRCLE data	Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Stacy Phillips Kallie Collins	09/01/2024 - 05/20/2025	NWEA Maps Growth and Fluency, Rtl Checkpoints, CIRCLE	STAAR,NWEA Maps Growth and Fluency, CIRCLE	PLC Meeting notes;Rtl Meeting Notes

50

Strategy 2: Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement, including Texas Instructional Leadership.	Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	07/01/2024 - 05/20/2025	Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract	Feedback and Evaluation from staff; correspondence of PD facilitators	Certificate of Attendance

Strategy 3: Offer Grade K-2 students identified as in need of assistance, additional reading and math tutorials through small-group and one-on-one instruction, coordinated by a certified teacher as an interventionist.	Action Step(s): Schedule daily tutorials and RTI pull-outs													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers</td> <td>09/20/2024 - 05/20/2025</td> <td>Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum</td> <td>Progress monitoring through Easy CBMs, MyPath Reports</td> <td>Monthly tutorial logs</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers	09/20/2024 - 05/20/2025	Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports	Monthly tutorial logs			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers	09/20/2024 - 05/20/2025	Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports	Monthly tutorial logs										
Strategy 4: Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies	Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, & AR													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Joshua Parker Stacy Phillips Lori Goldston</td> <td>09/15/2024 - 05/20/2025</td> <td>Time, certificates, medals</td> <td>Parent and staff feedback</td> <td>Reports from PEIMS, DOJO, IXL, AR, My Path</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Joshua Parker Stacy Phillips Lori Goldston	09/15/2024 - 05/20/2025	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Joshua Parker Stacy Phillips Lori Goldston	09/15/2024 - 05/20/2025	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path										
Strategy 5: Conduct parent/teacher conferences for all students throughout the month of October.	Action Step(s): Review assessment data and outline expectations for the year.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Grade level reps</td> <td>10/01/2024 -10/31/2024</td> <td>Schedules; time</td> <td>none</td> <td>Sign In Sheets Parent Square</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Grade level reps	10/01/2024 -10/31/2024	Schedules; time	none	Sign In Sheets Parent Square			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Grade level reps	10/01/2024 -10/31/2024	Schedules; time	none	Sign In Sheets Parent Square										
Strategy 6: Create extended school day tutorials for qualifying students identified as needing intervention in Reading/Math through the ASPIRE Program.	Action Step(s): Analyze NWEA Growth Reports, Fluency Reports													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Stacy Phillips Grade level teachers</td> <td>10/01/2024 - 05/15/2025</td> <td>United Way, Title I</td> <td>Growth measures of students</td> <td>Attendance Sheets; Time Sheets</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Stacy Phillips Grade level teachers	10/01/2024 - 05/15/2025	United Way, Title I	Growth measures of students	Attendance Sheets; Time Sheets			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Stacy Phillips Grade level teachers	10/01/2024 - 05/15/2025	United Way, Title I	Growth measures of students	Attendance Sheets; Time Sheets										

51

Goal 2:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged.				
Strategy 1: Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers	Action Step(s): Hire HQ Staff.				
Strategy 2: Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.	Action Step(s): Plan lessons according to data and the need for active engagement.				
Strategy 3: Create systems to create and monitor lesson plans for grade level teachers in the area of math.	Action Step(s): Create lessons to include formative assessment, measurable goals, and TEKS alignment.				
Strategy 4: Utilize components of the 7 Habits of Highly Effective People through the Leader in Me Program.	Action Step(s): Staff development and campus visits with Leader in Me schools.				

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker Lori Goldston Dr. Paula Kinslow	08/20/2024 - 05/20/2025	Salary, Title I	Title I Report	Staff Schedules

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker Grade Level Reps Lori Goldston	08/20/2024 - 05/20/2025	Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports	Appraisals and Walk-throughs	Lesson plans, appraisals, walk-throughs

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker Candilyn Smith	07/01/2024 - 05/20/2025	TIL, PLC Time, Google Products	Appraisals and Walk-throughs; Lesson Plan Templates	Lesson Plan Forms in Google Classroom

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
ALL STAFF	8/24/2024 - 05/22/2025	District Funds	Surveys; MRA	Purchase Order

52

Strategy 5: Remaining K-3 core and special education teachers attend Reading Academy training through ESC 14.	Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Certified Classroom Teachers and Special Ed Teachers	07/2024 - 6/2025	Title I Funds	Progress Reports	Sign In Sheets, Certificates, Artifact Completion

Goal 3: Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community.

Strategy 1: Hold “Meet the Teacher” Night prior to the first day of school.	Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker	08/14/2024	Time	Title I Survey; LIM Survey	Sign In Sheets

53

Strategy 2: Develop Parent/School Compact.	Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	08/20/2024 - 05/20/2025	District Funds, Time	Title I Survey	Compacts signed and returned

Strategy 3 Publish activities and updates, social media, Parent Square, etc.	Action Step(s): Utilize all realms of communication to inform parents.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Hannah Thornton Saicy Lytle	08/20/2024 - 05/20/2025	Technology, staff	Title I Survey	Social Media/PS logs

Strategy 4: Implement Leadership Family Activities	Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Lori Goldston Family Engagement Action Team	08/20/2024 - 05/20/2025	District Funds, Leader In Me Grant	LIM Parent/Staff Survey	Membership forms, Lighthouse team minutes, Action Team minutes
Strategy 5: Develop a cooperative and collaborative relationship with Communities in Schools through a Student Success Coach.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Strohl, Don	08/20/2024 - 05/20/2025	Communities in Schools Grant	Communities in Schools Evaluations and Feedback	Communities in Schools Case Load Documentation
Strategy 6: Create a Food Share Table/Program to help support the nutrition needs of the students who are in need of supplemental food.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Collins, Cay, Cozby, Sam	10/01/2024 - 05/20/2025	Time/Refrigerator	Surveys	Share Table Log
Strategy 7: Establish goals and action steps with students to reach Academic Goals on MAPs assessments in Reading and Math	Action Step(s): Implement Academic Student Goals				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Classroom Teachers	10/01/2024 - 05/20/2025	NWEA Data, Time	NWEA Data for Projected Goal Met	Goal Setting/Action Step Sheet in Data Notebook

54

Goal 4:	Continue to improve leadership in all Clyde CISD employees. Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students				
Strategy 1: Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings.	Action Step(s): Utilize grade level reps as campus leaders.				
Strategy 2: Develop action teams to fulfill the Leader In Me functions and activities	Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes				
Strategy 3: Provide individual and small-group counseling sessions that build self-esteem.	Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed.				
Strategy 4: Hold College Days each month, as well as career awareness beyond high school.	Action Step(s): Promote beyond high school expectations and inquiry.				

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker Stacy Phillips, Lori Goldston, Grade Level Reps	8/24/2024 - 05/22/2025	District Funds	NA	PLC Notes, Faculty Meeting & Grade Level Rep agendas

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker Kaylee Lee Kelly Akers Whitney Martin	09/01/2024 - 05/20/2025	None	Staff Surveys	Action Team agendas

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Phillips, Stacy	10/01/2024 - 05/20/2025	District Funds/ Noah Project	Q&A within session; Feedback from students/counselor	Schedule of students

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Joshua Parker; Phillips, Stacy	8/24/2024 - 05/22/2025	Time	NA	Calendar; PS

55

Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings.	Action Step(s): Ensure campus safety is a priority.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker; Phillips, Stacy; Kinslow, Paula	8/24/2024 - 05/22/2025	District Funds	NA	Sign in Sheets, Training quizzes; Safety Drill Documentation

CIP PART II: ASSURANCE ADDENDUM

Clyde Elementary School
Joshua Parker, Principal
2024-2025 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.

<input checked="" type="checkbox"/>	Clyde Elementary School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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.

<p><input type="checkbox"/> 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)</p>
<p><input checked="" type="checkbox"/> 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.</p>
<p><input checked="" type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.</p>
<p><input checked="" type="checkbox"/> 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.</p>
<p><input checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.</p>

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of Site Based Member	Position
Joshua Parker	Principal - Chairperson
Lori Goldston	Instructional Coordinator
Stacy Phillips	Counselor
Karen Berry	Teacher
Jessica Harrison	Teacher 59
Karen McMillan	Teacher
Tracie Walters	Teacher
	Parent
Shea Tuley	Business Member
Jacinda Simmons	Community Member

SBDM Meetings for 2024-2025		
DATE	TIME	LOCATION

CIP PART II: ASSURANCE

ADDENDUM Section C

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

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

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

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

CIP PART II: ASSURANCE ADDENDUM Section D

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

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

10 Components Of A Schoolwide Title I Program

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

64

2024-2025 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2024-2025 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 2024-25 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Intermediate School include 26 teachers, 9 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 81% White, African American 0.01%, Hispanic 14%, Asian 0%, Hawaiian 0%, Native American 0%, and Multiracial 4%. Additionally, the campus serves 49% economically disadvantaged students, 22% special education students, and 7 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.

66

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 2024), MAPS/Unit Assessment data(2024-25 school year) MAPS/BOY/Unit Assessments from fall of 2024.

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

Areas of need include:

- 3rd to 4th grade meets grade level RLA will increase 40%-47% by June 2025
- 3rd to 4th grade meets grade level Math will increase 38%-45% by June 2025

Goals for the 2024-2025 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade by 10 percent, 4th grade by 6 percent, 5th grade by 7 percent
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity, IXL, Legends of Learning, PAPER-Math Missions
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Wheeler) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - each six weeks
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

English Language Arts Reading

- Improve Domain One Average on STAAR Reading assessment-3rd- 10 percent, 4th-6 percent, 5th- 9 percent
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity IXL, Reading Plus, EPIC, FEV, PAPER
- RTI - Reading (Paige Hageman) - during WIN/Music/Computer time
- Continued support with Accelerated Reader-incentives and rewards
- ELAR PLC Meetings - each six weeks
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Reading WIG-85% of students will grow from their personal best in their IRL (independent reading level) 2 out of 3 times by April 25, 2025.
- 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.

67

Science

- Improve Domain One Average on STAAR Science assessment (from 40% to 50%)
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Legends of Learning
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Science PLC Meetings - each six weeks
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Social Studies

- Improve Meets for each unit assessment.
- Teachers will make positive contact with students each six weeks.

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

School Culture, Climate, and Organization

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

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

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

Areas of need include:

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

Staff Quality, Recruitment, and Retention

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

68

Title I Highly Qualified Report, Campus Employment Rosters

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

We hired 1 new classroom teacher and 1 new special ed teacher for the 2024-25 school year. All teachers were highly qualified for the 2024-25 school year. We also hired 3 new instructional aides for the 2024-25 school year.

Areas of need include:

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

Family and Community Involvement

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

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

75 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	2024-2025	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	2024-2025	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 lesson plan feedback for teachers(TIL)				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	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.	

69

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.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz, Erin Davis, Jennifer Wilson, Taylor Hall</td> <td>2024-2025</td> <td>Time, Budgets, Instructional resources</td> <td>Budget reports</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz, Erin Davis, Jennifer Wilson, Taylor Hall	2024-2025	Time, Budgets, Instructional resources	Budget reports				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz, Erin Davis, Jennifer Wilson, Taylor Hall	2024-2025	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 TEKS Resource System - Scope and Sequence, Year at a Glance, Instructional Focus Documents, Implementing TEKS Resource System													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz, Erin Davis, Paula Kinslow</td> <td>2024-2025</td> <td>Time, Budget</td> <td>Unit Assessments, Benchmarks, Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz, Erin Davis, Paula Kinslow	2024-2025	Time, Budget	Unit Assessments, Benchmarks, Observations				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz, Erin Davis, Paula Kinslow	2024-2025	Time, Budget	Unit Assessments, Benchmarks, Observations											

70

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 - weekly - 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.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz Jennifer Wilson Erin Davis</td> <td>2024-2025</td> <td>Time, staff, campus funds, Eduphoria, Map, formal and informal observations</td> <td>Data Binders, Unit Assessments, Benchmark</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark											
Strategy 2: Data Walks with individual or department/grade level teachers within a few days of giving their Unit Assessments.	Action Step(s): After each unit assessment, Mrs. Munoz, Mrs. Wilson, Ms. Davis and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment(including student performance and growth in math). Data analysis will include tracking of targeted student groups for Domain 3.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented								
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										

	Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS	
Strategy 3: Intervention Time - WIN	Action Step(s): Implement intervention time for students identified using STAAR, MAPS, unit assessment data and benchmark. . Utilizing Edgenuity/MyPATH within the homeroom classroom. Tuesday/Thursday WIN times will be focused directly on MyPath				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers		2024-2025	Time, instructional staff, Edgenuity–MyPATH	State assessment data, unit assessment data	
Strategy 4: Intervention Time - during the school day <ul style="list-style-type: none"> • Stations - within core classes-small group time • FOCUS Friday (after the 3rd Six Weeks) 	Action Step(s): Classroom teachers use stations each six weeks to provide differentiated instruction and meet the needs for small group instruction, repeated practice and reteach opportunities for students. Implement a scheduled intervention time within the master schedule for students. FOCUS Friday - pull any students that have failed two or more six weeks to complete work and receive extra one on one time each Friday until they are passing consistently.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Core Teachers		2024-2025	Time, instructional staff, campus funds, IXL, MyPath	State assessment data, unit assessment data	
Strategy 5: Character Building - WIN Time	Action Step(s): 2nd WIN - Mondays - Character building lessons focused around Leader In Me, Accountability Partners, Students Goal Setting and Lead Measure Tracking, WIG, Student Data Binders, Book of the Month.				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team/Jr Lighthouse Team		2024-2025	Time, Leader In Me, staff	attendance, school culture, leadership, discipline reports, student academic and emotional	

71

				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, Hayli Houghton	2024-2025	Time, instructional staff, campus/district funds, Title I	State assessment data, unit assessment data	
Strategy 7: Response to Intervention <ul style="list-style-type: none"> • 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	2024-2025	Time, instructional staff, Edgenuity, Bridges, istation, Title I, LLI,IXL Math	State assessment data, unit assessment data, Progress monitoring	
Strategy 8: Observation/Feedback cycle-TIL	Action Step(s): Provide TIL rollout training for lesson alignment for the teachers as they create high quality lesson plans and schedule/conduct walkthroughs for teachers providing feedback on lesson alignment.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis	2024-2025	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	Action Step(s): Continuous training and implementation of 7 Habits.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

72

<p>Goal setting with students and faculty. Goal setting, action plans, WIGS, Digital Data Portfolios, Student Led Conferences</p>	<p>Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team</p>	<p>2024-2025</p>	<p>Time, instructional staff, /Leader In Me, campus and district funds</p>	<p>Classroom observations, surveys, data from goals</p>	
<p>Strategy 10: Professional Learning Communities - PLC</p> <ul style="list-style-type: none"> Grade Level Department 	<p>Action Step(s): Grade Level PLCs will meet every other Wednesday with Principal, AP, and Counselor and Technology - professional development based on the needs of the students. Department PLCs will meet each six weeks with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis</p>		<p>2024-2025</p>	<p>Time, instructional staff, pulled resources, PLC Training</p>	<p>Classroom observations, teacher surveys</p>	
<p>Strategy 11: Administration will set up procedures in place to address excessive absences and tardies.</p>	<p>Action Step(s): Weekly letters sent out via parent square, parent phone calls, and Truancy meeting scheduled when needed</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Erin Davis</p>		<p>2024-2025</p>	<p>Time, Resource Officer, continuous mailouts.</p>	<p>Attendance Log - contacts, letters, parent meetings,</p>	
<p>Strategy 12: Use of TEKS Resource Management System in all core areas</p>	<p>Action Step(s): Core teachers following TEKS Resource, focusing on the IFD and the unit assessments. All core teachers completed a “data day” in July/August lead by Region 14 consultant/admin.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Erin Davis Jennifer Wilson</p>		<p>2024-2025</p>	<p>Time, instructional staff, staff development, TEKS Resource System</p>	<p>Classroom observations, lesson plans, unit assessments, state assessments</p>	
<p>Strategy 13: Continue with LEAD - positive behavior program - using</p>	<p>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.</p>				

73

Dojo. Implement 7 Habits into the positive behavior program.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	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	2024-2025	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. 74				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Codi Parmalee Erin Davis Jacob Stennett	2024-2025	Time, staff, Behavior Threat Assessment Training, Officer Stennett	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:	Action Step(s): Providing chromebooks for all students.
--------------------	--

Continue daily use of chromebooks for each student.	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Stacy Hansen Mike Neal	2024-2025	Time, Instructional staff, district and campus funds	lab time for students, Edgenuity, FEV, Myon, MyPath, IXL, Keyboarding without Tears	
Strategy 2: Continued use of IXL, AR Reading, Edgenuity, Edpuzzle, and Edmark	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	2024-2025	Time, Instructional staff, computer labs, Edgenuity, Reading Plus, IXL, Renaissance Learning, Legends of Learning	Data/reports available through the programs		
Strategy 3: Professional development focusing on technology <ul style="list-style-type: none"> 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	2024-2025	Time, instructional staff, district and Region 14 professional development	Completion of professional development, classroom observations		
Strategy 4: Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, Math Mania and AR Readers, PE Question, Math question	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	2024-2025	Time, Canva	completion of Bulldog News.		

75

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 Taylor Hall	2024-2025	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 Taylor Hall	2024-2025	Time	Monthly Reports	

Goal 5:	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.				
Strategy 1: Communicate with parents and community	Action Step(s): Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders, Dojo, ParentSquare-Twitter, Facebook, Instagram Each week we are committed to sharing at least 2 student celebrations through ParentSquare and social media.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Grade Level Teachers	2024-2025	Time, instructional staff	Attendance to events	
Strategy 2: Meet the Teacher/Bulldog Academy	Action Step(s): Participate in Meet the Teacher Night prior to the first day of school.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2024-2025	Time, all staff	Attendance at Meet the Teacher	

76

<p>Strategy 3: Family Leadership Night/ Student Led Conferences and Leadership Day</p>	<p>Action Step(s): Host Family Leadership Night - led by the students focused on Leader In Me and curriculum activities.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis</p>		<p>2024-2025</p>	<p>Time, instructional staff, campus funds</p>	<p>Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2024 and Spring 2025)</p>	
<p>Strategy 4: Offer volunteer opportunities and create events to invite the parents and families to our campus</p>	<p>Action Step(s): Offer volunteer opportunities for parents and community members - Watch DOGS, PTO, field trips, reading time with students, math fact time with students, book fairs, etc.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell</p>		<p>2024-2025</p>	<p>Time, instructional staff, campus funds</p>	<p>Attendance to events, parent surveys</p>	
<p>Strategy 5: PALS/CHS Child Guidance Students/CHS Instructional Practices</p>	<p>Action Step(s): Continue working with the PALS students and other student groups from CHS</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Alyssa Wilke Courtney Freeman</p>		<p>2024-2025</p>	<p>Time, campus funds, CHS students, staff</p>	<p>Surveys, teacher feedback, student feedback</p>	
<p>Strategy 6: Parent Connection Month - October</p>	<p>Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis</p>		<p>2024-2025</p>	<p>Time, instructional staff</p>	<p>Grade level parent contact google docs</p>	

77

<p>Strategy 7: Leadership Celebrations - Student celebrations each six weeks</p>	<p>Action Step(s): Host the Leadership Celebrations at the end of each six weeks celebrating students' success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE All-Star Awards, IXL, MyPath. Students lead the awards ceremonies.</p> <table border="1" data-bbox="497 207 1927 342"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz</td> <td>2024-2025</td> <td>Time, campus funds</td> <td>Attendance</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz	2024-2025	Time, campus funds	Attendance	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz	2024-2025	Time, campus funds	Attendance								
<p>Strategy 8: Guidance classes</p> <ul style="list-style-type: none"> Classroom guidance classes Growing Leaders 4-H Lunch Bunch 	<p>Action Step(s): Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes.</p> <table border="1" data-bbox="497 472 1927 607"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jennifer Wilson</td> <td>2024-2025</td> <td>Time</td> <td>Student growth</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson	2024-2025	Time	Student growth	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jennifer Wilson	2024-2025	Time	Student growth								
<p>Strategy 9: *** Shout Out!</p>	<p>Action Step(s): . Each week the teachers get 3-5 Shout Outs to create on students. Those students are called to the front office to make a positive phone call to their parents. Shout Outs are shared onParentSquare, Shout Outs are posted on the Clyde CISD Facebook page.</p> <table border="1" data-bbox="497 764 1927 997"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz Jennifer Wilson Erin Davis Kati Grace Pacheco</td> <td>2024-2025</td> <td>Time</td> <td>Shout Out, Pictures posted on social media, positive calls home</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Kati Grace Pacheco	2024-2025	Time	Shout Out, Pictures posted on social media, positive calls home	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis Kati Grace Pacheco	2024-2025	Time	Shout Out, Pictures posted on social media, positive calls home								
<p>Strategy 10: Leader In Me - continuous training and implementation of Leader In Me (adjusted based on COVID restrictions)</p> <ul style="list-style-type: none"> WIG Leadership Night Leadership Day Student Led Conferences Student Led Groups Data Binders Parent Night 	<p>Action Step(s): WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences</p> <table border="1" data-bbox="497 1122 1927 1354"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team</td> <td>2024-2025</td> <td>Time</td> <td>Observations</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2024-2025	Time	Observations	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team	2024-2025	Time	Observations								

78

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.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jennifer Wilson Jamie Munoz</td> <td>2024-2025</td> <td>Time</td> <td>Student survey, activities</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jennifer Wilson Jamie Munoz	2024-2025	Time	Student survey, activities				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jennifer Wilson Jamie Munoz	2024-2025	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.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Jese Holland</td> <td>2024-2025</td> <td>Time</td> <td>Attendance of Showcase Night</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jese Holland	2024-2025	Time	Attendance of Showcase Night				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Jese Holland	2024-2025	Time	Attendance of Showcase Night											

CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2024-2025 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.

<input checked="" type="checkbox"/>	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])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus’s completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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.

<input checked="" type="checkbox"/> 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)
<input checked="" type="checkbox"/> 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.
<input type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> 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
Shannon Calkins	Parent
Amy Neuman	Business/Community Member

82

CPOC Meetings for 2024-25		
DATE	TIME	LOCATION
September 30, 2024	8:30	Library
January 6, 2025	TBD	Conference Room
March 26, 2025	TBD	Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

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

Goal	Description	Formative	Summative	Strategy	
[]	1) STAAR - Increase Domain one averages: 3rd grade will increase by 10 percent, 4th grade by 6 percent, 5th grade by 7 percent as measured by the Math STAAR no later than the end of the 2024-25 school year.	For 2024-2025 - 3rd grade will increase by 10 percent, 4th grade by 6 percent, 5th grade by 7 percent 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 - Increase Domain one averages: 3rd grade will increase by 10 percent, 4th grade by 6 percent, 5th grade by 9 percent as measured by the Reading STAAR no later than the end of the 2024-25 school year.	For 2024-2025 - 3rd grade will increase by 10 percent, 4th grade by 6 percent, 5th grade by 9 percent 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 2024-2025, 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.
[]	4) Violence Prevention and Intervention	For 2024-2025, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[]	5) Violence Prevention	For 2024-2025 the discipline referrals for offenses will be reduced by 10% 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 2024-2025 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 2024-2025 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

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
2024-2025
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

2024-20245Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2024-2025 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 2023-2024 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Junior High School include 20 teachers, 4 split-campus teachers, 7 paraprofessionals, 1 full time substitute and 2 administrators. The student population is 75% White, 1% African American, 20% Hispanic, 0.0% Asian, 0.0% American Indian, and 4% Two or More Races. Additionally, the campus serves 44.1% economically disadvantaged students, 18.5% special education students (SPED), and 0.3% English Language Learners. Attendance rates include: 95.9% Hispanic, 96.5% White, 95.9% economically disadvantaged and 95.9% SPED. The most current data indicate the campus has a 15.0% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2023-24), STAAR Accountability Ratings, Information from Campus Site based team from the Spring 2024 meeting.

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

88

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

Areas of need include:

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

Student Achievement

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

Upon review of this data, several findings were noted. It appears that our students are pulling out of the Covid slide. Achievement gaps are slowly closing, and our MAPS data indicates that our reading and ELA scores could be on the up-trend. Adjustments are being made and academic support plans are being utilized to meet the needs of our students.

Smart Goals for the 2023-2024 School Year:

Mathematics

- Students will be at 4% average above the state for meets level performance on 2023-2024 STAAR.
- All readiness TEKS will be at 50% or higher on 2024-2025 STAAR.
- Students will have a combined average of at least 80% approaches (for 6th, 7th, and 8th Grade).

English Language Arts Reading

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

Science

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 15% by May 2025.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 85% by May 2025.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2025.

Social Studies

- Raise the Approaches Level percent for all students to 80% by May 2025
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2025.
- Raise the Masters level in 8th grade History to at least 10% by May 2025.

89

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 stayed steady relative to the 2022-2023 school year. Analysis indicated the majority of the placements were from students who had high mobility rates and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Areas of need include:

An increased focus on our attendance rates.

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

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

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

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

Staff Quality, Recruitment, and Retention

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

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

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

CJH saw 10 employee (3 teacher/coach) leave at the end of the 2023-2024 school year. All teachers were highly qualified for the 2023-2024 school year.

Areas of need include:

Continue to support staff through support and training when dealing with student behavior issues.

Continue to build our climate rewards and recognition programs that we started in 2018-2019 in an effort to increase staff morale.

Continue to work on increasing salaries or giving back days through calendar adjustment (DOI) at the district level.

Explore ideas to market and attract highly qualified teachers to the district.

Clyde Junior High School Campus Improvement Plan

District Priority:	Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.
---------------------------	--

GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in all academic Leadership, and extracurricular areas.				
Strategy 1: Hire highly qualified staff	Action Step(s): We will provide processes to interview and select highly qualified educators.				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Patrick Odom	Spring 2025 - August 2025	Time	T-TESS Observations		
Strategy 2: Recruit highly qualified candidates	Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Patrick Odom and Paula Kinslow	Spring 2025	Time & District Budget	T-TESS Observations		
Strategy 3: Retain highly qualified educators	Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale including a climate committee who will be responsible for staff activities, lunches, daily ice tea, 1-to-1 ratio for students and chromebooks, teacher chromebooks ordered, etc. We will foster a growth mind-set environment through T-TESS and PLC's. The district has also instituted a retention bonus.				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Patrick Odom	2024-2025	Time, Activity and District Budget	Retention Rates		

91

<p>Strategy 4:</p> <p>Provide ongoing PD to increase effectiveness of educators and staff.</p>	<p>Action Step(s): We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Patrick Odom</p>		<p>2024-2025</p>	<p>Time</p>	<p>Unit Assessments and STAAR results</p>	<p>Staff meeting Agendas</p>
<p>Strategy 5:</p> <p>Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students</p>	<p>Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional resources and materials.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Patrick Odom and Erin Hughes</p>		<p>2024-2025</p>	<p>Time, Activity and Campus Budgets</p>	<p>Budget Reports</p>	
<p>Strategy 6:</p> <p>Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.</p>	<p>Action Step(s): Clyde Junior High will investigate/survey parent interest in developing a Parent/Teacher Organization in an effort to improve overall engagement and support for all students.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Callie Van Hoff, Erin Hughes and Patrick Odom</p>		<p>2024-2025</p>	<p>Time & Campus Budget</p>	<p>Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.</p>	

<p>Strategy 7:</p> <p>All teachers will use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement the new curriculum with a focus on overlapping TEKS for the 2023-24 school year. We will utilize The Lowman curriculum to help with vertical alignment.</p>	<p>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).</p>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Paula Kinslow	2023-2024	District Budget	Unit Assessments & Observations	

<p>Strategy 8:</p> <p>Host a 5th grade parent night</p>	<p>Action Step(s): We will host a 5th grade orientation for students and families prior to the first day of school. After school begins, we will host an Open House for students and families allowing parents to meet teachers.</p>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Erin Hughes and Patrick Odom	Spring 2025	Campus Budget	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.

<p>Strategy 1:</p> <p>Provide professional development that will encourage and enhance high quality instruction (looking for internal strengths within teaching staff to train each other)</p>	<p>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 weekly PLC meetings.</p>				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Paula Kinslow	2024-2025	District Budget	T-TESS observations and Unit Assessments	

<p>Strategy 2:</p> <p>Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)</p>	<p>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.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Patrick Odom</p>	<p>2024-2025</p>	<p>District Budget</p>	<p>T-TESS observations and SPED performance on Unit Assessments</p>		
<p>Strategy 3:</p> <p>Provide PD and strategies for all teachers to use in an effort to reach students identified as economically disadvantaged.</p>	<p>Action Step(s): We will utilize PLC meetings and ESC 14 online training and other PD offerings to build a better understanding of our low SES students and how to effectively promote learning among this specific group.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Patrick Odom and Paula Kinslow</p>	<p>2024-2025</p>	<p>Time and District Budget</p>	<p>unit assessments and daily grades</p>		94
<p>Strategy 4:</p> <p>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.</p>	<p>Action Step(s): Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Patrick Odom, Erin Hughes, Callie Van Hoff, & The Lighthouse Committee</p>	<p>2024-2025</p>	<p>The Leader in Me Grant</p>	<p>Leadership Events and meeting agendas</p>		

<p>Strategy 5:</p> <p>Provide time for weekly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices</p>	<p>Action Step(s): We will meet with all content teachers at least once a week to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.</p> <table border="1" data-bbox="495 172 1927 394"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Patrick Odom, Erin Hughes and Content Teachers</td> <td>2024-2025</td> <td>Time and Campus Budget</td> <td>MAPS, IXL, unit assessments and T-TESS</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, Erin Hughes and Content Teachers	2024-2025	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom, Erin Hughes and Content Teachers	2024-2025	Time and Campus Budget	MAPS, IXL, unit assessments and T-TESS								
<p>Strategy 6:</p> <p>Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, and in ALC classes</p>	<p>Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.</p> <table border="1" data-bbox="495 695 1927 886"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Content Teachers</td> <td>2024-2025</td> <td>Time and Campus Budget</td> <td>Tutorial Logs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	2024-2025	Time and Campus Budget	Tutorial Logs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Content Teachers	2024-2025	Time and Campus Budget	Tutorial Logs								
<p>Strategy 7:</p> <p>Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing/IXL will assist.</p>	<p>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</p> <table border="1" data-bbox="495 1010 1927 1200"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Content Teachers</td> <td>2024-2025</td> <td>Time</td> <td>Data Tracking/Analysis</td> <td>Data tracker bar graphs</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Content Teachers	2024-2025	Time	Data Tracking/Analysis	Data tracker bar graphs
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Content Teachers	2024-2025	Time	Data Tracking/Analysis	Data tracker bar graphs							
<p>Strategy 8:</p> <p>More effective inclusion scheduling practices for SPED Students to reduce student conflict, enable more choices, and provide appropriate support based on individual</p>	<p>Action Step(s): General and Special Education teachers will implement effective strategies to address struggling special education students based on data from common assessments and classroom observations.</p> <table border="1" data-bbox="495 1294 1927 1453"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Patrick Odom,</td> <td>2024-2025</td> <td>Time</td> <td>Master Schedule</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom,	2024-2025	Time	Master Schedule	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom,	2024-2025	Time	Master Schedule								

95

IEP's.	<table border="1"> <tr> <td data-bbox="497 102 764 228">Chelsea Heard, Erin Hughes , and Callie Van Hoff</td> <td data-bbox="770 102 1157 228"></td> <td data-bbox="1163 102 1451 228"></td> <td data-bbox="1457 102 1713 228"></td> <td data-bbox="1719 102 1921 228"></td> </tr> </table>					Chelsea Heard, Erin Hughes , and Callie Van Hoff									
Chelsea Heard, Erin Hughes , and Callie Van Hoff															
Strategy 9: Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.	Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations. <table border="1"> <thead> <tr> <th data-bbox="497 326 764 427">Person(s) Responsible</th> <th data-bbox="770 326 1157 427">Timeline</th> <th data-bbox="1163 326 1451 427">Resources</th> <th data-bbox="1457 326 1713 427">Formative Evaluation</th> <th data-bbox="1719 326 1921 427">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 431 764 548">Erin Hughes, Callie Van Hoff, & Tiffany Edwards</td> <td data-bbox="770 431 1157 548">2024-2025</td> <td data-bbox="1163 431 1451 548">Time</td> <td data-bbox="1457 431 1713 548">Shared Attendance Contact Log</td> <td data-bbox="1719 431 1921 548"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Erin Hughes, Callie Van Hoff, & Tiffany Edwards	2024-2025	Time	Shared Attendance Contact Log	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Erin Hughes, Callie Van Hoff, & Tiffany Edwards	2024-2025	Time	Shared Attendance Contact Log												
Strategy 10: CJH will practice safety procedures and provide for programs that will address safety and violence	Action Step(s): We will take proactive measures (drills, programs, procedures) to address a variety of safety and violence issues common among teenage students. <table border="1"> <thead> <tr> <th data-bbox="497 639 764 740">Person(s) Responsible</th> <th data-bbox="770 639 1157 740">Timeline</th> <th data-bbox="1163 639 1451 740">Resources</th> <th data-bbox="1457 639 1713 740">Formative Evaluation</th> <th data-bbox="1719 639 1921 740">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 745 764 862">Patrick Odom, Erin Hughes, & Callie Van Hoff</td> <td data-bbox="770 745 1157 862">2024-2025</td> <td data-bbox="1163 745 1451 862">Time and Campus Budget</td> <td data-bbox="1457 745 1713 862">Logs and Agendas</td> <td data-bbox="1719 745 1921 862"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, Erin Hughes, & Callie Van Hoff	2024-2025	Time and Campus Budget	Logs and Agendas	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom, Erin Hughes, & Callie Van Hoff	2024-2025	Time and Campus Budget	Logs and Agendas												
Strategy 11: Continue participation in UIL Academic competition planned for fall 2023	Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2021. <table border="1"> <thead> <tr> <th data-bbox="497 953 764 1053">Person(s) Responsible</th> <th data-bbox="770 953 1157 1053">Timeline</th> <th data-bbox="1163 953 1451 1053">Resources</th> <th data-bbox="1457 953 1713 1053">Formative Evaluation</th> <th data-bbox="1719 953 1921 1053">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 1058 764 1175">Chelsea Heard, Erin Hughes, and Patrick Odom</td> <td data-bbox="770 1058 1157 1175">2024-2025</td> <td data-bbox="1163 1058 1451 1175">Campus Budget</td> <td data-bbox="1457 1058 1713 1175">Participation Lists</td> <td data-bbox="1719 1058 1921 1175"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Chelsea Heard, Erin Hughes, and Patrick Odom	2024-2025	Campus Budget	Participation Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Chelsea Heard, Erin Hughes, and Patrick Odom	2024-2025	Campus Budget	Participation Lists												
Strategy 12: Continue offering Advanced classes for all content areas in grades 7-8	Action Step(s): All content classes grades 7-8 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 border="1"> <thead> <tr> <th data-bbox="497 1266 764 1367">Person(s) Responsible</th> <th data-bbox="770 1266 1157 1367">Timeline</th> <th data-bbox="1163 1266 1451 1367">Resources</th> <th data-bbox="1457 1266 1713 1367">Formative Evaluation</th> <th data-bbox="1719 1266 1921 1367">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 1372 764 1425">Patrick Odom</td> <td data-bbox="770 1372 1157 1425">2024-2025</td> <td data-bbox="1163 1372 1451 1425">Campus Budget</td> <td data-bbox="1457 1372 1713 1425">Class Lists</td> <td data-bbox="1719 1372 1921 1425"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2024-2025	Campus Budget	Class Lists	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom	2024-2025	Campus Budget	Class Lists												

Strategy 13: Clyde JH will provide ALC classes for students who failed 2023 STAAR in math and reading.	Action Step(s): Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment class.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Callie Van Hoff	2024-2025	District Budget and Title I	Unit Assessments, MAPS, and STAAR	

Strategy 14: The district will provide dyslexia services for students.	Action Step(s): Students who are identified for dyslexia services will be served weekly.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff and Lori Akers	2024-2025	District Budget	Formal Testing	

Goal 3: Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.

Strategy 1: Continue to offer Career Portals to 7th grade students	Action Step(s): Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future. 97				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	William Holloway	2024-2025	District Budget	PEIMS & End of Year Grade Reports	

Strategy 2: Normalize the use of Google Classroom for in person and remote learners. This tool is utilized to access assignments and learning.	Action Step(s): All grade levels will utilize Chromebooks to support learning objectives through the use of computers for class projects and research and much of the daily assignments. Students will use online programs to support learning.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Teachers	2024-2025	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	

<p>Strategy 3:</p> <p>Classes will continue to utilize Chrome Books that are at a 1-1 ratio offered by the district.</p>	<p>Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.</p> <table border="1" data-bbox="495 172 1934 365"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>2024-2025</td> <td>District/Campus Budgets & Time</td> <td>Lesson Plans & Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2024-2025	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Teachers	2024-2025	District/Campus Budgets & Time	Lesson Plans & Walkthroughs								
<p>Strategy 4:</p> <p>Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, and Stem Scopes for Math, Reading and Science</p>	<p>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.</p> <table border="1" data-bbox="495 586 1934 779"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Patrick Odom</td> <td>2024-2025</td> <td>District Budget & Title I</td> <td>Lesson Plans & Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2024-2025	District Budget & Title I	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom	2024-2025	District Budget & Title I	Lesson Plans & Walkthroughs								
<p>Strategy 6:</p> <p>Continue to offer Robotics for all grade levels at CJH provided COVID permits</p>	<p>Action Step(s): We will offer after school Robotics during the Fall/Winter and participate in the Robotics competition with teams from each grade level.</p> <table border="1" data-bbox="495 867 1934 1060"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Darren Mayes</td> <td>2024-2025</td> <td>Time and District Budget</td> <td>Robotics Competition</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Darren Mayes	2024-2025	Time and District Budget	Robotics Competition	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Darren Mayes	2024-2025	Time and District Budget	Robotics Competition								
<p>Strategy 7:</p> <p>To offer a Principles of Engineering course as an HS elective to 8th Grade students.</p>	<p>Action Step(s): We will offer one section of Principles of Engineering as a trial course to 8th grade students during the 2020-2021 school year based on student interest from a Spring 2019 survey.</p>										

98

<p>Goal 4:</p>	<p>Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.</p>
-----------------------	--

Strategy 1: Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances	Action Step(s): All staff will fill out pre-requisition forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom & Kayla Kerl	2024-2025	Time & Training	TxEIS Budget Reports	
Strategy 2: Monthly Activity Reports will be shared showing account balances	Action Step(s): Activity accounts will be balanced monthly and reports shared.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Kayla Kerl	2024-2025 (monthly)	Time	Monthly Reports	

Goal 5:	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.					99
Strategy 1: The Lighthouse Committee will meet at least once per month to set campus leadership goals and monitor the progress of the goals.	Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.					
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
	Patrick Odom, Erin Hughes, and Candi Hershey	Fall 2023 - Spring 2024	Franklin Covey Grant for Leader in Me	Lighthouse Committee Meetings and progress reports required for TLIM grant		
Strategy 2: Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.	Action Step(s): Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self monitor and assess.					
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
	Teachers and Staff	Fall 2023 - Spring 2024	Time	Student digital		

				notebooks and progress reports in staff meetings	
Strategy 3: Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles	Action Step(s): Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2024-2025	Time	Observation during PLC Meetings and Lighthouse Committee Meetings	
Strategy 4: Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior	Action Step(s): Paw Prints will be used schoolwide to promote positive decision making among students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Erin Hughes	2024-2025	Time & Training	Reports and Discipline Trends	
Strategy 5: The counselor will provide programs to students and parents to prepare for HS and beyond	Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff	Spring 2023	Campus and District Resources	Program Agendas and sign in sheets	

100

<p>Strategy 6:</p> <p>Continue to update staff on campus events through weekly PLC's and weekly update emails</p>	<p>Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.</p> <table border="1" data-bbox="495 142 1927 334"> <thead> <tr> <th data-bbox="495 142 764 241">Person(s) Responsible</th> <th data-bbox="764 142 1157 241">Timeline</th> <th data-bbox="1157 142 1451 241">Resources</th> <th data-bbox="1451 142 1713 241">Formative Evaluation</th> <th data-bbox="1713 142 1927 241">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 241 764 334">Patrick Odom</td> <td data-bbox="764 241 1157 334">2024-2025</td> <td data-bbox="1157 241 1451 334">Time</td> <td data-bbox="1451 241 1713 334">Staff Agendas and Emails</td> <td data-bbox="1713 241 1927 334"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2024-2025	Time	Staff Agendas and Emails	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom	2024-2025	Time	Staff Agendas and Emails												
<p>Strategy 7:</p> <p>Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.</p>	<p>Action Step(s): Staff will use The Leader in Me curriculum through direct teaching time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS). This will be student led by student elected leaders and teacher facilitated</p> <table border="1" data-bbox="495 553 1927 805"> <thead> <tr> <th data-bbox="495 553 764 652">Person(s) Responsible</th> <th data-bbox="764 553 1157 652">Timeline</th> <th data-bbox="1157 553 1451 652">Resources</th> <th data-bbox="1451 553 1713 652">Formative Evaluation</th> <th data-bbox="1713 553 1927 652">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 652 764 805">Patrick Odom, Erin Hughes & The Lighthouse Committee</td> <td data-bbox="764 652 1157 805">2024-2025</td> <td data-bbox="1157 652 1451 805">The Leader in Me curriculum and online resources</td> <td data-bbox="1451 652 1713 805">Leadership Events</td> <td data-bbox="1713 652 1927 805"></td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom, Erin Hughes & The Lighthouse Committee	2024-2025	The Leader in Me curriculum and online resources	Leadership Events	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Patrick Odom, Erin Hughes & The Lighthouse Committee	2024-2025	The Leader in Me curriculum and online resources	Leadership Events												

101

CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Patrick Odom, Principal
2024-2025 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.

<input checked="" type="checkbox"/>	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])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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.

<p><input checked="" type="checkbox"/> 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)</p>
<p><input type="checkbox"/> 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.</p>
<p><input type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.</p>
<p><input checked="" type="checkbox"/> 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.</p>
<p><input checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.</p>

CIP PART II: ASSURANCE ADDENDUM

Section B

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

104

Campus SBDM Meetings for 2024-25		
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 2018-2019, 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 2018-2019, 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 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.

105

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2018-2019, 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 2018-2019, the dropout rate will be 0.1% or less with no student group exceeding 0.1 %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-2018 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities.
[]	9) High School AEIS – Ninth Graders	The percent of 2018-2019 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 2018-2019, 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 2018-2019, 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. 106
[]	12) High School AEIS – Advanced Placement Exams	For 2018-2019, 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 2018-2019, 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 2018-2019, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

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

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

**10 Components Of A Schoolwide Title I
Program**

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

109

2024-2025 CLYDE HIGH SCHOOL Campus Improvement Plan



Clyde High School Campus Improvement Plan

2024-2025 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 2024-2025 School Year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde High School include 42 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 83% White, 2% African American, 14% Hispanic, 0% Asian, and 0% Native American. Additionally, the campus serves 45.6% economically disadvantaged students, 7.3% special education students, and 0.5% Limited English Proficient students. Attendance rates include 89.9% African American, 95.2% Hispanic, 95.9% White, and 94.4% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our English Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:

2024 STAAR Data.

113

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

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

<u>EOC:</u>	<u>Approaches Grade</u>	<u>Meets Grade</u>	<u>Master's Grade</u>
	<u>Level</u>	<u>Level</u>	<u>Level</u>
**English I	12%	52%	18%
**English II	14%	54%	11%
**Algebra I	24%	26%	41%
**Biology	28%	52%	15%
**U.S. History	17%	36%	44%

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2025:

- Clyde High School Smart Goal 2024-2025: 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 **2024-2025 school year**.

	<u>2024 Scores</u>	<u>2025 Target Goal</u>
• Algebra I	91%	94%
• Biology	95%	73%
• ELA I	82%	85%
• ELA II	79%	82%
• U. S. History	97%	100%

School Culture, Climate, and Organization

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

- Continue setting high standards of achievement for all of our students in all areas.
- Continue working at creating a safe and positive learning environment on our campus for our students and staff. . Work to promote a supportive academic, disciplinary, and physical environment, and to encourage and maintain respectful, trusting, and caring relationships throughout our building) ~~the~~ 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. Cumby by May of 2025.

Areas of need include:

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

Family and Community Involvement:

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

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

Clyde High School Campus Goals 2024-2025 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. 115
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.
----------------	--

<p>Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.</p>	<p>Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.</p> <table border="1"> <thead> <tr> <th data-bbox="514 144 793 237">Person(s) Responsible</th> <th data-bbox="800 144 1052 237">Timeline</th> <th data-bbox="1058 144 1472 237">Resources</th> <th data-bbox="1478 144 1732 237">Formative Evaluation</th> <th data-bbox="1738 144 1948 237">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 241 793 362">Hodges, Casey</td> <td data-bbox="800 241 1052 362">Spring 2025</td> <td data-bbox="1058 241 1472 362">Time, District Admin. Staff</td> <td data-bbox="1478 241 1732 362">August 2024 All Staff T-TESS Observation</td> <td data-bbox="1738 241 1948 362">Staff Schedules</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	Spring 2025	Time, District Admin. Staff	August 2024 All Staff T-TESS Observation	Staff Schedules
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey	Spring 2025	Time, District Admin. Staff	August 2024 All Staff T-TESS Observation	Staff Schedules							
<p>Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers</p>	<p>Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.</p> <table border="1"> <thead> <tr> <th data-bbox="514 488 793 581">Person(s) Responsible</th> <th data-bbox="800 488 1052 581">Timeline</th> <th data-bbox="1058 488 1472 581">Resources</th> <th data-bbox="1478 488 1732 581">Formative Evaluation</th> <th data-bbox="1738 488 1948 581">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 586 793 678">Hodges, Casey</td> <td data-bbox="800 586 1052 678">Spring 2025</td> <td data-bbox="1058 586 1472 678">Time, Teachers, Staff, District Admin Staff</td> <td data-bbox="1478 586 1732 678">August 2024</td> <td data-bbox="1738 586 1948 678">Teaching Certificates</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	Spring 2025	Time, Teachers, Staff, District Admin Staff	August 2024	Teaching Certificates
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey	Spring 2025	Time, Teachers, Staff, District Admin Staff	August 2024	Teaching Certificates							
<p>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.</p>	<p>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.</p> <table border="1"> <thead> <tr> <th data-bbox="514 805 793 898">Person(s) Responsible</th> <th data-bbox="800 805 1052 898">Timeline</th> <th data-bbox="1058 805 1472 898">Resources</th> <th data-bbox="1478 805 1732 898">Formative Evaluation</th> <th data-bbox="1738 805 1948 898">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 902 793 1023">Hodges, Casey; Cumby, Richard Kinslow, Paula</td> <td data-bbox="800 902 1052 1023">August 2024-May 2025</td> <td data-bbox="1058 902 1472 1023">Time, Teachers, Supplies, Campus Admin Staff</td> <td data-bbox="1478 902 1732 1023">Spring 2025</td> <td data-bbox="1738 902 1948 1023">Students Schedules Teachers</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Cumby, Richard Kinslow, Paula	August 2024-May 2025	Time, Teachers, Supplies, Campus Admin Staff	Spring 2025	Students Schedules Teachers
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Cumby, Richard Kinslow, Paula	August 2024-May 2025	Time, Teachers, Supplies, Campus Admin Staff	Spring 2025	Students Schedules Teachers							

<p>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</p>	<p>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p> <table border="1" data-bbox="516 204 1948 391"> <thead> <tr> <th data-bbox="516 204 789 298">Person(s) Responsible</th> <th data-bbox="789 204 1056 298">Timeline</th> <th data-bbox="1056 204 1472 298">Resources</th> <th data-bbox="1472 204 1734 298">Formative Evaluation</th> <th data-bbox="1734 204 1948 298">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 298 789 391">Hodges, Casey</td> <td data-bbox="789 298 1056 391">All Year</td> <td data-bbox="1056 298 1472 391">Time, Teachers, Supplies, Campus Admin Staff</td> <td data-bbox="1472 298 1734 391">Organized participation</td> <td data-bbox="1734 298 1948 391">Certificates and Awards</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards							
<p>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).</p>	<p>Action Step: Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.</p> <table border="1" data-bbox="516 651 1948 964"> <thead> <tr> <th data-bbox="516 651 789 745">Person(s) Responsible</th> <th data-bbox="789 651 1056 745">Timeline</th> <th data-bbox="1056 651 1472 745">Resources</th> <th data-bbox="1472 651 1734 745">Formative Evaluation</th> <th data-bbox="1734 651 1948 745">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 745 789 964">Hodges, Casey; Jones, Alex; Odom, Bethany; Hooper, Debbie</td> <td data-bbox="789 745 1056 964">All Year</td> <td data-bbox="1056 745 1472 964">Time, Teachers, Staff, District Admin Staff, Campus Staff,</td> <td data-bbox="1472 745 1734 964">Applications will be filled out for the program and progress will be monitored.</td> <td data-bbox="1734 745 1948 964">Odysseyware Documentation 17</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex; Odom, Bethany; Hooper, Debbie	All Year	Time, Teachers, Staff, District Admin Staff, Campus Staff,	Applications will be filled out for the program and progress will be monitored.	Odysseyware Documentation 17
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Jones, Alex; Odom, Bethany; Hooper, Debbie	All Year	Time, Teachers, Staff, District Admin Staff, Campus Staff,	Applications will be filled out for the program and progress will be monitored.	Odysseyware Documentation 17							
<p>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.</p>	<p>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1" data-bbox="516 1062 1948 1313"> <thead> <tr> <th data-bbox="516 1062 789 1156">Person(s) Responsible</th> <th data-bbox="789 1062 1056 1156">Timeline</th> <th data-bbox="1056 1062 1472 1156">Resources</th> <th data-bbox="1472 1062 1734 1156">Formative Evaluation</th> <th data-bbox="1734 1062 1948 1156">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1156 789 1313">Hodges, Casey; Jones, Alex; Odom, Bethany</td> <td data-bbox="789 1156 1056 1313">All Year</td> <td data-bbox="1056 1156 1472 1313">Time, Teachers, Campus Admin Staff</td> <td data-bbox="1472 1156 1734 1313">August Planning/Student Schedules-May</td> <td data-bbox="1734 1156 1948 1313">Completed by Counselors</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex; Odom, Bethany	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Jones, Alex; Odom, Bethany	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors							

<p>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.</p>	<p>Action Step: This group works with each senior personally and helps make a plan for each one.</p> <table border="1" data-bbox="514 235 1948 548"> <thead> <tr> <th data-bbox="514 235 787 328">Person(s) Responsible</th> <th data-bbox="787 235 1054 328">Timeline</th> <th data-bbox="1054 235 1474 328">Resources</th> <th data-bbox="1474 235 1732 328">Formative Evaluation</th> <th data-bbox="1732 235 1948 328">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 328 787 548">Hodges, Casey Jones, Alex Odom, Bethany Riggins, Scott Laughlin, Rachel</td> <td data-bbox="787 328 1054 548">All Year and through the summer</td> <td data-bbox="1054 328 1474 548">Time, Staff</td> <td data-bbox="1474 328 1732 548">Continuous</td> <td data-bbox="1732 328 1948 548">CIS/WFS Counselors Scheduling</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Odom, Bethany Riggins, Scott Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Jones, Alex Odom, Bethany Riggins, Scott Laughlin, Rachel	All Year and through the summer	Time, Staff	Continuous	CIS/WFS Counselors Scheduling							
<p>Strategy 8: Clyde High School provides a Peer Assistance and Leadership Program (PALS) with CBVI student participation.</p>	<p>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.</p> <table border="1" data-bbox="514 673 1948 896"> <thead> <tr> <th data-bbox="514 673 787 766">Person(s) Responsible</th> <th data-bbox="787 673 1054 766">Timeline</th> <th data-bbox="1054 673 1474 766">Resources</th> <th data-bbox="1474 673 1732 766">Formative Evaluation</th> <th data-bbox="1732 673 1948 766">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 766 787 896">Hodges, Casey; Laughlin, Rachel</td> <td data-bbox="787 766 1054 896">All Year</td> <td data-bbox="1054 766 1474 896">Time, Teachers, CIS</td> <td data-bbox="1474 766 1732 896">May 2025</td> <td data-bbox="1732 766 1948 896">Scheduling and Organization</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Laughlin, Rachel	All Year	Time, Teachers, CIS	May 2025	Scheduling and Organization
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Laughlin, Rachel	All Year	Time, Teachers, CIS	May 2025	Scheduling and Organization							

118

<p>Goal 2:</p>	<p>Make Classrooms more meaningful and relevant for students and teachers.</p>														
<p>Strategy 1: Students that have traditionally been low performers in English will pass the English EOC exam at a</p>	<p>Action Step: CHS will utilize programs to address learning gaps.</p> <table border="1" data-bbox="493 1185 1927 1344"> <thead> <tr> <th data-bbox="493 1185 766 1278">Person(s) Responsible</th> <th data-bbox="766 1185 1159 1278">Timeline</th> <th data-bbox="1159 1185 1453 1278">Resources</th> <th data-bbox="1453 1185 1711 1278">Formative Evaluation</th> <th data-bbox="1711 1185 1927 1278">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1278 766 1344">Hodges, Casey;</td> <td data-bbox="766 1278 1159 1344">Fall 2024</td> <td data-bbox="1159 1278 1453 1344">Time, Campus Admin</td> <td data-bbox="1453 1278 1711 1344">NWEA Scores will</td> <td data-bbox="1711 1278 1927 1344">MAP Testing,</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey;	Fall 2024	Time, Campus Admin	NWEA Scores will	MAP Testing,
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Hodges, Casey;	Fall 2024	Time, Campus Admin	NWEA Scores will	MAP Testing,											

<p>higher rate after having an extra year of English preparation.</p>	<p>Cumby, Richard</p>	<p>Spring 2025</p>	<p>Staff, English Department, PLC time</p>	<p>be utilized to address learning needs.</p>	<p>Scheduling and Documentation</p>
<p>Strategy 2: Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are enrolled in Bulldog period.</p>	<p>Action Step: CHS will continue to use FEV Tutor to address learning loss.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey;; Cumby, Richard</p>		<p>Fall 2024 Spring 2025</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>
<p>Strategy 3: Students that have failed the English I EOC, English II EOC or failed the 8th grade English STAAR test are enrolled in Bulldog period.</p>	<p>Action Step: CHS will utilize programs to address learning gaps.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Cumby, Richard</p>		<p>Fall 2024 Spring 2025</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>
<p>Strategy 4: Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are enrolled Bulldog period.</p>	<p>Action Step: CHS will utilize programs to address learning gaps.instruction.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Cumby, Richard</p>		<p>Fall 2024 Spring 2025</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>

119

<p>Strategy 5: Increase awareness of academic and CTE pathways in the district for all students.</p>	<p>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.</p> <table border="1" data-bbox="499 175 1934 427"> <thead> <tr> <th data-bbox="499 175 762 269">Person(s) Responsible</th> <th data-bbox="762 175 1157 269">Timeline</th> <th data-bbox="1157 175 1451 269">Resources</th> <th data-bbox="1451 175 1709 269">Formative Evaluation</th> <th data-bbox="1709 175 1934 269">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 269 762 427">Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard</td> <td data-bbox="762 269 1157 427">Fall 2024 Spring 2025</td> <td data-bbox="1157 269 1451 427">Campus Admin Staff</td> <td data-bbox="1451 269 1709 427">August 2024</td> <td data-bbox="1709 269 1934 427">Participation and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard	Fall 2024 Spring 2025	Campus Admin Staff	August 2024	Participation and Documentation
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard	Fall 2024 Spring 2025	Campus Admin Staff	August 2024	Participation and Documentation							
<p>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.</p>	<p>Action Step: Increased Enrollment in DC and AP classes.</p> <table border="1" data-bbox="499 521 1934 805"> <thead> <tr> <th data-bbox="499 521 762 615">Person(s) Responsible</th> <th data-bbox="762 521 1157 615">Timeline</th> <th data-bbox="1157 521 1451 615">Resources</th> <th data-bbox="1451 521 1709 615">Formative Evaluation</th> <th data-bbox="1709 521 1934 615">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 615 762 805">Jones, Alex Odom, Bethany</td> <td data-bbox="762 615 1157 805">Fall 2024 Spring 2025</td> <td data-bbox="1157 615 1451 805">Teachers, Staff, District Admin Staff, Campus Admin Staff,</td> <td data-bbox="1451 615 1709 805">August 2024</td> <td data-bbox="1709 615 1934 805">Scheduling, Participation, Organization, and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jones, Alex Odom, Bethany	Fall 2024 Spring 2025	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2024	Scheduling, Participation, Organization, and Documentation
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jones, Alex Odom, Bethany	Fall 2024 Spring 2025	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2024	Scheduling, Participation, Organization, and Documentation							
<p>Strategy 7: Increase participation and industry certification in campus and district CTE programs.</p>	<p>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.</p> <table border="1" data-bbox="499 935 1934 1182"> <thead> <tr> <th data-bbox="499 935 762 1029">Person(s) Responsible</th> <th data-bbox="762 935 1157 1029">Timeline</th> <th data-bbox="1157 935 1451 1029">Resources</th> <th data-bbox="1451 935 1709 1029">Formative Evaluation</th> <th data-bbox="1709 935 1934 1029">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1029 762 1182">Hodges, Casey Cumby, Richard Kinslow, Paula</td> <td data-bbox="762 1029 1157 1182">Fall 2024 Spring 2025</td> <td data-bbox="1157 1029 1451 1182">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td> <td data-bbox="1451 1029 1709 1182">August 2024 Participation</td> <td data-bbox="1709 1029 1934 1182">Sign in Sheets</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Cumby, Richard Kinslow, Paula	Fall 2024 Spring 2025	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2024 Participation	Sign in Sheets
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Cumby, Richard Kinslow, Paula	Fall 2024 Spring 2025	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2024 Participation	Sign in Sheets							
<p>Strategy 8: Increase participation and industry certification in</p>	<p>Action Step: Examine scheduling in our courses involving CDA certification to maximize student opportunity to accumulate hours and achieve certification.</p>										

120

campus and district CTE programs.	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey Jones, Alex Odom, Bethany Welch, Tami</td> <td>Fall 2024 Spring 2025</td> <td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td> <td>January 2025-August 2025</td> <td>Communication ,Documentation and Implementation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Odom, Bethany Welch, Tami	Fall 2024 Spring 2025	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	January 2025-August 2025	Communication ,Documentation and Implementation
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented						
Hodges, Casey Jones, Alex Odom, Bethany Welch, Tami	Fall 2024 Spring 2025	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	January 2025-August 2025	Communication ,Documentation and Implementation							
<p>Strategy 9: Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.</p> <p>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.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey; Jones, Alex Odom, Bethany</td> <td>Fall 2024 Spring 2025</td> <td>Time, Library, Computer Lab</td> <td>August 2024 Technology Participation</td> <td>Student Registration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex Odom, Bethany	Fall 2024 Spring 2025	Time, Library, Computer Lab	August 2024 Technology Participation	Student Registration	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Jones, Alex Odom, Bethany	Fall 2024 Spring 2025	Time, Library, Computer Lab	August 2024 Technology Participation	Student Registration							
<p>Strategy 10: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2024-2025 school year.</p> <p>Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Chief Dalton of the Clyde Police Department.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey; Dalton, Robert</td> <td>Fall 2024 Spring 2025</td> <td>Time, Staff, Dist Admin Staff, Campus Admin Staff,</td> <td>August 2024</td> <td>Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Dalton, Robert	Fall 2024 Spring 2025	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2024	Master Schedule	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Dalton, Robert	Fall 2024 Spring 2025	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2024	Master Schedule							
Goal 3:	Tell the CCISD stories of inspiration, success, and opportunity to the community, parents, and staff.										
Strategy 1:	Action Step: Work with teachers and staff to utilize parent square effectively.										

121

<p>Provide regular, ongoing training to teachers on how to best utilize technology to engage students and parents.</p>	<table border="1"> <thead> <tr> <th data-bbox="499 107 762 204">Person(s) Responsible</th> <th data-bbox="772 107 1161 204">Timeline</th> <th data-bbox="1171 107 1455 204">Resources</th> <th data-bbox="1465 107 1707 204">Formative Evaluation</th> <th data-bbox="1717 107 1917 204">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 204 762 329">Hodges, Casey Lytle, Saicey</td> <td data-bbox="772 204 1161 329">Fall 2024 Spring 2025</td> <td data-bbox="1171 204 1455 329">Time, Teachers, Parent Square, Admin</td> <td data-bbox="1465 204 1707 329">2024-2025</td> <td data-bbox="1717 204 1917 329">Professional Development</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Lytle, Saicey	Fall 2024 Spring 2025	Time, Teachers, Parent Square, Admin	2024-2025	Professional Development
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Lytle, Saicey	Fall 2024 Spring 2025	Time, Teachers, Parent Square, Admin	2024-2025	Professional Development							
<p>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.</p>	<p>Action Step: All teachers will sign the acceptable use policy along with participating in staff development in technology.</p> <table border="1"> <thead> <tr> <th data-bbox="499 423 762 521">Person(s) Responsible</th> <th data-bbox="772 423 1161 521">Timeline</th> <th data-bbox="1171 423 1455 521">Resources</th> <th data-bbox="1465 423 1707 521">Formative Evaluation</th> <th data-bbox="1717 423 1917 521">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 521 762 740">Hodges, Casey; Davis, Brian</td> <td data-bbox="772 521 1161 740">Fall 2023 Spring 2024</td> <td data-bbox="1171 521 1455 740">Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</td> <td data-bbox="1465 521 1707 740">2023-2024</td> <td data-bbox="1717 521 1917 740">Technology Training</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Davis, Brian	Fall 2023 Spring 2024	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2023-2024	Technology Training
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Davis, Brian	Fall 2023 Spring 2024	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2023-2024	Technology Training							
<p>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.</p>	<p>Action Step: CHS will communicate necessary information to parents in multiple ways.</p> <table border="1"> <thead> <tr> <th data-bbox="499 837 762 935">Person(s) Responsible</th> <th data-bbox="772 837 1161 935">Timeline</th> <th data-bbox="1171 837 1455 935">Resources</th> <th data-bbox="1465 837 1707 935">Formative Evaluation</th> <th data-bbox="1717 837 1917 935">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 935 762 1081">Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard</td> <td data-bbox="772 935 1161 1081">Fall 2024 Spring 2025</td> <td data-bbox="1171 935 1455 1081">Time, Teachers, School Library, Outside Consultant, Guest Speaker</td> <td data-bbox="1465 935 1707 1081">August 2024</td> <td data-bbox="1717 935 1917 1081">Communication, Scheduling and Posting</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard	Fall 2024 Spring 2025	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2024	Communication, Scheduling and Posting
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey Jones, Alex Odom, Bethany Cumby, Richard	Fall 2024 Spring 2025	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2024	Communication, Scheduling and Posting							
<p>Strategy 4: Utilize the skills of tech liaisons to train teachers in the use of technology based teaching tools to increase student engagement.</p>	<p>Action Step: Increased number of teachers / classrooms utilizing technology applications as teaching tools. Increase student engagement.</p> <table border="1"> <thead> <tr> <th data-bbox="499 1211 762 1308">Person(s) Responsible</th> <th data-bbox="772 1211 1161 1308">Timeline</th> <th data-bbox="1171 1211 1455 1308">Resources</th> <th data-bbox="1465 1211 1707 1308">Formative Evaluation</th> <th data-bbox="1717 1211 1917 1308">Documented</th> </tr> </thead> <tbody> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							

	Hodges, Casey; Cumby, Richard Lytle, Saicey	Fall 2024 Spring 2025	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2024 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 2024 Spring 2025	Time, Admin, Parents or Guardians	May 2025 Numbers increasing	Student Scheduling Teacher Schedules

Goal 4:	Clyde High school will strive to instill our community and ethical values in our students.				
Strategy 1: Campus will implement Championship Level:Lead Together initiatives one time per week in connection to the Leader in Me criteria.	Action Step: Utilize momentum monday's during bulldog period to facilitate a pre-planned leadership and ethical curriculum created by our Leader in Me Action team.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Baker, Heather Leader in Me Action Team	Fall 2024	Time, Teachers and Administration Leader in Me Curriculum	May 2025	Progress Monitoring
Strategy 2: CHS will utilize a simple and quick reporting systems for	Action Step: Ensuring students know how to report situations that are wrong using a google form.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<p>students to share concerns related to bullying, violence, racism and harassment.</p>	<p>Hodges, Casey; Cumby, Richard Lytle, Saicey</p>	<p>Fall 2024 Spring 2025</p>	<p>Students, Teachers, Campus Administration</p>	<p>June/July 2025</p>	<p>Participation / Progress Monitoring</p>
<p>Strategy 3: CHS will implement use of Go Guardian/BARK alert system to monitor student use of electronic devices, and will alert teachers and administrators if students engage in self harm, explicit or violent computer usage.</p>	<p>Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Cumby, Richard Odom, Bethany Jones, Alex</p>		<p>Fall 2024 Spring 2025</p>	<p>BARK and Go Guardian</p>	<p>Continuous</p>	<p>Online Documentation by programs</p>
<p>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.</p>	<p>Action Step: Incentives will be created to encourage attendance.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Cumby, Richard</p>		<p>Fall 2024 Spring 2025</p>	<p>Homework Passes; Restaurant Coupons, Admin, Office Staff</p>	<p>Monthly Check ins.</p>	<p>Monitoring</p>

124

CIP PART II: ASSURANCE ADDENDUM

Clyde High School School
Casey Hodges, Principal
2024-2025 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.

<input checked="" type="checkbox"/>	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])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input checked="" type="checkbox"/>	Included strategies for improving the campus’s completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input checked="" type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	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).	
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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)
<input type="checkbox"/>	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.
<input type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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
Bethany Odom	Counselor
Courtney Metcalf	Teacher
Misti Kingston	Teacher
Colby Rowley	Teacher
Johnathon Haddock	AD
Aaron Laughlin	Parent 127
Toni Brockway	Parent
Toni Smith	Parent
Jack Cordry	Community Member

CPOC Meetings for 2024-2025		
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 2024-2025, 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.
				128
[X] 2) STAAR Advanced Academic Achievement Performance	For 2024-2025, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2024-2025, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2024-2025 discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

[X] 5) Violence Prevention	For 2024-2025, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2024-2025, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2024-2025 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[X] 8) Secondary Dropout Prevention	For 2024-2025, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2015-2016 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery 129 opportunities like the PLATO Learning Solution.
[X] 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 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 2024-2025, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

[X] 11) High School AEIS – Advanced Courses and Dual Credit	For 2024-2025, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X] 12) High School AEIS – Advanced Placement Exams	For 2024-2025, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X] 13) High School AEIS – SAT/ACT Exams	For 2024-2025, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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

CIP PART II: ASSURANCE ADDENDUM Section D

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

- | |
|--|
| <p>[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.</p> |
| <p>[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.</p> |

- E Consideration and Possible Action to Approve the West Texas Foodservice Cooperative Interlocal Agreement for 2025-2026
- F Consideration and Possible Action to Cast Votes for the Taylor County Appraisal District Board of Directors Election
- G Consideration and Possible Action to Approve an Interlocal Agreement with the City of Clyde for the Shared Use of a Radio Repeater
- H Consideration and Possible Action to Approve Payment to the City of Clyde for School Resource Officers
- I Consideration and Possible Action to Approve the Superintendent Evaluation Timeline and Appraisal Instrument 136



Bryan W. Allen, Superintendent

**Empowering Leaders.
Committed to Success.**

SUPERINTENDENT EVALUATION TIMELINE

October/November Board Meeting: Board and superintendent will review the timeline and approve 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

9. CLOSED SESSION

A Personnel (Texas Govt Code 551.074)

B School Safety and Security Measures (Texas Govt Code 551.076)

C Consult with Legal Counsel (Texas Govt Code 551.071)

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

A Consideration and Possible Action to Approve Professional Employment

B Consideration and Possible Action to Approve Updates to the Clyde CISD Safety and Security Program, as Discussed in Closed Session

11. BOARD REQUESTS

12. ADJOURNMENT

In accordance with the Texas Open Meetings Act (Subchapters D and E of Ch. 551. Tex. Gov't. Code), the Board may enter closed meeting to deliberate any subject authorized by Subchapter D that is listed on the agenda for this meeting. Any final action, decision, or vote on a subject deliberated in closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.

On this Thursday, November 14, 2024 at 2:00pm, a copy of this notice was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Texas, and distributed to local media representatives as requested.

Bryan W. Allen, Superintendent