

**Clyde Consolidated
Independent School District**

District Improvement Plan

2009-2010

VISION STATEMENT

Clyde CISD has students who are inspired, educated, and nurtured to their greatest individual potential utilizing partnerships with families and the community.

MISSION STATEMENT

The mission of the Clyde CISD is to provide effective instruction, develop the potential of each student, build skills necessary for lifelong learning, and instill self-worth and confidence that allows students to achieve success in an ever-changing world.

To this end, our campuses are committed to applying the Correlates of Effective Schools in the daily operation of all classrooms in our district.

**Correlates of Effective Schools*

- 1. Safe and orderly environment*
- 2. Climate of high expectations for success*
- 3. Instructional leadership*
- 4. Clear and focused mission*
- 5. Opportunity to learn and student time on task*
- 6. Frequent monitoring of student progress*
- 7. Home-school relations*

CLYDE CISD DISTRICT SITE BASED DECISION MAKING COMMITTEE

Paula L. Kinslow, Chairperson

CLYDE ELEMENTARY

Tammy Davis
Trella Satterfield

CLYDE INTERMEDIATE

Debbie Skinner
John Moerls

CLYDE JUNIOR HIGH

Joel Dement
Joan Kniffen

CLYDE HIGH SCHOOL

David Waldo
Kathye Pennington

NON-TEACHING PROFESSIONAL

Gregg Wilson

DISTRICT LEVEL

Teresa Howard

PARENT

VaLynda Miller
Patty Ellis

COMMUNITY

James Trammell
Darrell Watkins

BUSINESS

Monte Howard

Clyde CISD Board Goals

- 1. There is a cohesive and productive relationship built on trust, accountability, and professionalism among the administration, faculty, and staff; and it is characterized by a unified effort on all levels.**
- 2. The District creates an environment that nurtures, encourages, and rewards high expectations and excellent performance on all levels.**
- 3. The District has a comprehensive, aligned curriculum and offers courses leading to career pathways.**
- 4. The District updates and implements a comprehensive security plan to further ensure the safety of all students and staff.**

COMPREHENSIVE NEEDS ASSESSMENT

The Department of Education identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act:

ESEA Goals and Indicators

- 1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
 - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
 - 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by

- race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
 2. **Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
 - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
 - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.
 - 3 **Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.** (Goal 3, Obj 1.3)
 - 3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h) (1) (C)(viii) of the ESEA).
 - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term “professional development” is defined in section 9102 (34)).
 - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
 - 4 **Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.** (Goal 2 Obj 1.1)
 - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.
 5. **Performance goal 5: All students will graduate from high school.**
 - 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma.
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
 - 5.2 Performance indicator: The percentage of students who drop out of school, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; -calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Performance indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

2008-2009 TAKS Data has been studied and reviewed to provide a plan for improvement across the district for the future. The district improved in 19 out of the 27 tested core areas. In reading, improvement was seen in 7 out of 9 areas. Math improved in 5 out of 9 areas with the junior high having a 13 point gain and 9th grade a 14 point gain. Science improved in all tested grades (5th, 8th, 10th, 11th). The data show our greatest areas for improvement are Math and Science. Specifically the district needs to focus on the 41.2% low socioeconomic student performance in all tested area. The special education sub population needs improvement in performance on the state assessments.

Clyde CISD Campuses have studied their individual data and determined areas for improvement.

Clyde Elementary School will continue to focus on teaching students to read at or above grade level and will use CSCOPE with the recent math text book adopted to improve mathematical skills of students.

Clyde Intermediate School is also using CSCOPE and the same math textbook adopted to accelerate learning in math.

Clyde Junior High will focus on science and math skills. The economically disadvantaged students will also be targeted for assistance in all areas.

Clyde High School is focusing on science, math and the 10th grade assessments specifically.

GOAL # 1

There is a cohesive and productive relationship built on trust, accountability, and professionalism among the administration, faculty, and staff; and it is characterized by a unified effort on all levels.

Clyde Consolidated Independent School District

DSBDM Goal 1: There is a cohesive and productive relationship built on trust, accountability, and professionalism among the administration, faculty, and staff; and it is characterized by a unified effort on all levels.

Objective 1: AEIS/AYP Accountability

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 Align curriculum district & campus wide. Create Scope & Sequence for each subject/class. Publish to website.	8/27-5/08 8/08	Supt, Curriculum Director, Principals, Teachers Completed	Local funds	9/07-10/07 8/09	TEKS-focused teaching	All Teachers have TEKS notebooks, Scope & Sequence, increased knowledge, & TEKS aligned lessons.
1.2 Implement activities & strategies on each campus to improve student success on state assessments, attendance, & graduation rate. Data disaggregation of assessments used to find greatest areas of need.	8/09-6/09	Teachers, Principals, Curriculum Dir., ESC 14 Specialist	Comp Ed. (23.09 FTE-\$735,085) ARI/AMI	11/09 1/10 4/10	Teachers teach lessons using research-based strategies to engage students.	Students are successful on state assessments.
1.3 Acceleration classes and/or tutorials in core acad. areas as appropriate for <u>all</u> students including, GT, ELL, CTE, Sp. Ed., Eco. Dis, & At-risk students.	8/09-6/09	Teachers, Principals	Comp Ed (23.09 FTE -\$ 735,085) SCE funds coordinated with Title I, Part A funds.	11/09 1/10 4/10	Students learn course TEKS benefiting from extra time on task.	Students are successful on state assessments and meet federal accountability guidelines.
1.4 Offer innovative strategies/programs to meet needs of special populations- LEAP, SFA, thinking maps.	8/09-6/10	Phillips. Dir of Cur, Supt	Comp ed. (23.09 FTE- \$476,000), Title I funds, local funds.	11/09 1/10 4/10	Students are engaged & successful due to being taught using appropriate research based strategies.	Increased graduation rate, increased differentiation for GT students, increased number of students reading on or above grade level.

1.5 Offer incentive to 10 th grade students to perform better on state assessments-exam exemptions	08/09	Phillips, Dir of Cur, teachers	None	08/08 05/10	Increased performance on all 10 th grade assessments.	Increase AYP
1.6 Continue to implement new Math philosophy at Junior High—EEC model	7/09	Dir of Cur, Supt, Edwards	Title 1 funds (\$13,924)	12/08 06/10	Improve math performance in all grade levels, sub pops, and TAKS types	Create a sense of excitement and collaboration about math and challenge students to perform better than they have ever done in this subject
1.7 Hired 6 additional aides using stimulus funds to improve student achievement	8/09	Principals, Superintendent, CFO	ARRA IDEA Funds (\$90,000)	8/09- 6/10	Improve student performance socially, academically, behaviorally, and emotionally	.Discipline logs, AEIS IT data

Goal #2

The district creates an environment that nurtures, encourages, and rewards high expectations and excellent performance on all levels.

Clyde Consolidated Independent School District

DSBDM Goal 2: The District creates an environment that nurtures, encourages, and rewards high expectations and excellent performance on all levels.

Objective 1: No Child Left Behind (NCLB) – Highly Qualified Personnel

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 Campus principals will ensure that all teachers and aides are Highly Qualified according to NCLB standards.	7/09	Principals, Dir of Cur.,	Local funds, Title II funds (\$4,500)	7/09 1/10 4/10	Effective teaching at each campus in every program.	Teachers and affected aides are HQ according to NCLB standards.
1.2 Waiver days for training in best practices for meeting the needs of all students.	7/09	Dir of Cur	No funds	7/09-6/10	Effective research based teaching.	Teachers used effective strategies to teach CCISD students. Students learn their TEKS and are successful on state assessments.
1.3 Administration present at the Big Country Job Fair to recruit highly qualified teachers for CCISD	4/10	Principals, Dir of Cur	Local funds		Hire highly qualified teachers in areas of need	All teachers will be HQ.
1.4 Research DATE (District Awards Teacher Excellence) Merit Pay program to reward excellence in academics.	8/09	Sup, Dir of Cur	None			

1.5 Clyde CISD Paraprofessional Academy— 5 days of training provided for aides to improve instruction and discipline with all students	6/09- 08/09	Supt, Dir of Cur, Principals	IDEA B ARRA funds (\$8,000)	6/09 11/09 6/10	Decreased discipline referrals and improved student academic performance	All students are successful on academic assessments.
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Goal #3

The District has a comprehensive, aligned curriculum and offers courses leading to career pathways.

Clyde Consolidated Independent School District

DSBDM Goal 3: The District has a comprehensive, aligned curriculum and offers courses leading to career pathways.

Objective 2: Curriculum/Instruction

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Formative Evaluation Timeline	Expected Outcomes	Summative Evaluation
1.1 Continue alignment of curriculum. Form District vertical teams. Utilize horizontal teams at each campus. Curriculum TEKIE leadership positions working on vertical alignment.	11/09 7/10	Dir. of Curriculum, Principals, Supt.	Local funds	1/10 4/10 7/09	Support and collaboration in teaching TEKS by core and enrichment area teachers.	Increase student mastery on state assessments.
1.2 Professional development in core academic areas through ESC 14 on best teaching practices in helping students master the TEKS	8/07- 4/08	Dir. of Curriculum, Principals, Teacher Leaders, Supt., ESC 14.	Local funds, Title II funds (\$10,000)	9/09 1/10 4/10	Effective strategies to engage and teach students are utilized in the classroom to a greater extent.	Increased engagement of students throughout the year, less discipline problems, increased student success on state assessments.
1.3 Evaluate dyslexia program. Update program as needed.	1/09- 7/10	Dir. of Curriculum, Principals, teachers.	Local funds	4/10	Dyslexic students evaluated & served according to state guidelines.	Dyslexic students are served appropriately and are successful in learning grade level TEKS and on state assessments.
1.4 District Response To Intervention (RTI) Process will be created. Best practices in teaching special education students such as inclusion and also effective ARD training will be incorporated.	8/09 5/10	G. Edwards, Dir. of Cur., Principals, Supt.	Local funds, Special Ed. Funds	8/09 1/10 4/10	CCISD follows fed and state guidelines for special education.	Decrease in students referred and identified for special education services. Identified students are served more effectively with student success on state assessments being the main summative evaluation tool.

1.5 Increase CTE classes available at high school— Medical Terminology, Health Science Technology, Criminal Justice/increased articulation agreements with local junior colleges in welding, health science technology, and criminal justice. (HST II/CNA license program begins)	8/08 8/09	Supt., Dir. of Cir	CTE funds (\$5,000)	12/09 06/10	Increased enrollment in these classes with students able to articulate credit after leaving high school at the local junior college.	Decrease in student drop out and increase in student performance academically in all areas.
1.6 Summer Enrichment Program for at risk Elementary students	7/08- 7/09	Supt., Dir of Cur, Jones Completed	Title 1 funds (\$5,000)	8/09	Increase retention and performance with at risk students in both reading and math.	Student performance in reading and math continue to improve to meet and exceed grade level expectations.
1.7 CSCOPE curriculum product online resource for teacher instruction	8/09- 6/10	Principals, Supt., Dir of Cur.	Title 1 funds (\$16,662)	8/09-6/10	Assist teachers with implementing new ELA TEKS, ELPS, CCRS and providing a resource for improving student performance	Enhance teacher instruction and allow teachers more resources for teaching concepts
1.8 All ELA/Reading teachers district wide were given opportunity to attend the new ELA TEKS training which included ELPS and CCRS. The district was able to pay for the additional training	6/09- 8/09	Teachers	Title 1 ARRA and IDEA B ARRA	8/09-6/10	Improve reading instruction required with the new TEKS	Students are successful on new EOC and other state assessments in reading
1.9 Intensive Professional Development	6/09- 8/09	Teachers and Paraprofessionals	IDEA B ARRA funds	8/09-6/10	Improve Special Education student	Meet AYP as District and all campuses

<p>Opportunities for staff members in regards to special education students and behavior</p>					<p>performance on state assessments.</p>	
<p>1.10 Data from the Fitness Gram will be evaluated both by the district and campus levels to improve student health and wellness which will also improve academic performance.</p>	<p>8/09-5/10</p>	<p>Principals, Counselors, PE personnel</p>	<p>None</p>	<p>5/10</p>	<p>Fitnessgram data and AEIS IT reports</p>	<p>Achieve Exemplary status both as district and campus levels</p>

Clyde Consolidated Independent School District

DSBDM Goal 3: The District has a comprehensive, aligned curriculum and offers courses leading to career pathways.

Objective 3: Technology

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 Each teacher and administrator will complete the STAR chart to monitor technology usage and determine professional development needs.	10/09	Neal, Principals, teachers	Computer labs, local funds	10/09-11/09	STAR chart completed	Completed STAR charts drive technology professional development.
1.2 Create long-range technology plan. Upgrade servers, network, and personal computers according to technology plan.	11/07-6/10	Wetsel and Neal, Technology Committee	Local funds	1/09 4/08 6/10	Upgraded systems provide better access	Students and faculty and staff use technology to enhance learning and be efficient.
1.3 Use computerized programs to disaggregate data, create Personal Graduation Plans, create & grade benchmarks, for assessment and progress monitoring.	8/09-6/10	Supt, Dir of Cur., Principals, Teachers.	Local funds, Title I funds(\$1,000)	9/07 1/08 4/09	AEIS –IT program effectively utilized for data disaggregation and grading of benchmarks, PGP’s created, benchmarking successful, TPRI progress monitoring completed.	Targeted teaching and on-time benchmarking process implemented. Students grouped and remediated according to progress monitoring checks. Useful PGP’s leading to career pathways implemented.
1.4 Technology Stimulus Training for all teachers through Region 11 TTCC program	06/09-05/10	Teachers, Principal, Dir of Cur, Supt.	IDEA B ARRA funds (\$10,000)	6/09-05/10	All teachers meeting SBEC technology requirements and improving instruction.	Students and faculty and staff use technology to enhance learning and be efficient.

Goal #4

The district updates and implements a comprehensive security plan to further ensure the safety of all students and staff.

Clyde Consolidated Independent School District

DSBDM Goal 4: The district updates and implements a comprehensive security plan to further ensure the safety of all students and staff.

Objective 1: School climate and safety

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 District Emergency Operations Plan (EOP) updated. All campus crisis management plans updated and coordinated. Safety exercises with local officials planned and carried out. Emergency Operations Plan adopted by board	9/07-	Merryman, SRO, Supt., Principals	Local funds	11/07	All personnel and students trained in safety measures.	Safe environment for teaching & learning at CCISD
	6/08			1/08		
				4/08		
	7/08			7/08		
1.2 Appropriate faculty and staff trained in AED/CPR	8/09	Connel	Local funds	8/09	Personnel trained	Safer environment at CCISD including extracurricular events.
1.3 Continue drug testing at CHS and JH implemented	10/09	Principals, A.D., Nurses	Local funds	10/09	Less drug use among students in CCISD	Drug free culture at CCISD
				5/10		
1.4 Utilize Safe and Drug Free School ESC person to assist with training of faculty and students	8/09	Principals, Counselors	Local Funds	9/09	All teachers and students are trained on safety, drugs, and bullying	Safer environment at CCISD
				6/10		

Clyde Consolidated Independent School District

DSBDM Goal 4: The district updates and implements a comprehensive security plan to further ensure the safety of all students and staff.

Objective 2: Parent and community involvement

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 Conduct parent involvement activities including Meet the teacher Nights, Open Houses, workshops, committees, campus parent organization, career days & volunteers in schools.	8/09- 5/10	Principals, teachers	Local funds	11/09 1/10 4/10	Parental support for schools	Informed and involved parents and guardians of CCISD students. Sign in sheets.
1.2 All parents receive school-parent-student compact at Title I School wide campuses – Clyde Elem. Inter, and JH. Conduct federal programs parent meeting.	8/09 5/10	Yandell, Jones, Edwards, Supt., Dir of Cur.	Title I funds	1/10	Principals and teachers involving parents in planning for Title I funds and evaluations of Title I funds.	Increased parental involvement. Sign in sheets.
1.3 Make available brochures explaining academic (GT, ESL, Dyslexia, CTE) & counseling programs.	11/07- 5/08	Counselors, program coordinators, Dir of Cur,	Local funds	11/09 1/10 4/10	Greater understanding of CCISD programs	More student involvement in various programs offered by CCISD.
1.4 Elementary continue to implement Families First targeting PK and PPCD families.	8/07 5/08	Jones, teachers	Local funds	11/09 4/10	Early involvement of parents.	Increased parental involvement. Sign in sheets.

1.5 Intermediate campus working with Love and Logic discipline program to provide training for parents.	06/09-08/10	Yandell, teachers, consultant	Federal and stimulus funds	11/09 05/10	Involvement of parents and improved discipline and academics.	Increased parental involvement. Sign in sheets
1.6 Head Start PreK and Clyde Elementary partnership and collaboration for the PreK Early Start Grant awarded by TEA.	9/09-6/10	Supt., Dir of Cur, Principal, HS staff	Grant funds (\$81,000)	11/09 2/10 6/10	Increase school readiness for all young children in community	Students are at or above grade level when entering Kindergarten

Clyde Consolidated Independent School District

DSBDM Goal 4: The district updates and implements a comprehensive security plan to further ensure the safety of all students and staff.

Objective 3: Effective communication.

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/Formative Evaluation	Expected Outcomes	Summative Evaluation
1.1 District information & events will be communicated to the public through marquees, newspaper article, newsletter, calendars, TV channel, brochures, mail outs, and public meetings. Website will be redesigned for better communication.	8/07 6/08	Principals, Supt., Neal	Local funds	11/09 1/10 4/10	Better informed community.	Parents and community are informed of district activities.
1.2 District Public Relations Plan is created and implemented	12/09- 7/10	Superintendent Principals, Assist, Supt of Finance, Dir of	Local funds	12/09 4/10 7/10	CCISD perceived positively in local	Culture of CCISD is one of expectations of excellence.

<p>1.3 Parents will be able to check student attendance and grades through txConnect on district website.</p>	<p>8/07 5/08</p>	<p>Curriculum, Principals, all employees</p> <p>Principals, PEIMS clerks, secretaries</p>	<p>Local funds</p>	<p>11/07 1/08 4/08</p>	<p>community.</p> <p>Informed parents</p>	<p>Parents more involved in student success in school.</p>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Completed</div>						