

2016-17 Clyde Consolidated Independent School District

DISTRICT IMPROVEMENT PLAN

Clyde CISD Vision

Clyde CISD is committed to providing a rigorous education where students through collaboration learn digitally, embrace change, and compete globally.

Mission

CCISD exists to build a relationship with parents, guardians, and our community to provide a comprehensive 21st century educational experience of high quality and rigor that inspires all students to make a positive contribution to society.

Core Values

- Honesty in everything
- Safe and positive learning environment
 - Responsibility for actions
 - Confidence to succeed
 - Tenacious work ethic
 - Service to mankind
- Citizenship to preserve democracy

Clyde Consolidated Independent School District Improvement Plan

Authors: Keith Scharnhorst; Paula Kinslow

Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted by the district and individual campuses. The 2015-16 STAAR Data has been studied. For accountability Clyde was at or above the state average in 12 out of 22 areas for Met standard.

Clyde CISD and all campuses Met Standard. Clyde High school met system safeguards at the state standard and earned a distinction--Academic Achievement in Science. Clyde Junior High missed system safeguards and earned a distinction Top 25% Student Progress. The district missed system safeguards because the academic performance of special education students in reading was below 60%. CJH missed system safeguards in Social Studies in all students, white, and economically disadvantaged sub groups--also the performance of economically disadvantaged students in reading and math were below 60%. The intermediate campus missed system safeguards in special education student performance in reading and math which was below 60%.

Clyde CISD and the applicable campuses will go through the TAIS process to address the deficiencies in system safeguards. The district and campuses will evaluate special education student performance to improve that portion of the PBMAS report and accountability report. CHS will review its CTE performance and the PBMAS report to develop a plan to increase more nontraditional courses for males to be offered as well as males will be counseled, encouraged and recruited for these course offerings. The tutorial programs provided for compensatory education will be evaluated to determine effectiveness.

Strategic Objective/ Goal 1:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners and purchase necessary items for the education process to continue.					
Performance Objective 1:	Hire highly effective and qualified employees					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Schamhorst, Keith	4/14/2016	ongoing	None	Lower turnover rate and increased academic performance	
Common set of questions for hiring and expectations district wide to provide for consistency and a common shared vision.	Consistent between campuses					
Performance Objective 1A:	Retain teachers					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	8/8/2016	6/5/2017	Local funds	Lower turnover rate in 16-17	
Retain effective teachers	New teacher induction, support, competitive salary scales with schools our size, cost of living adjustment, continued validation of teacher importance by administrators and board members, and latest technology available.					
Performance Objective 1B:	PD for teachers for engaging instruction for 21st century learners					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Burson, Angela; Neal, Mike; McGuire, Paul	8/8/2016	6/5/2017	none	Staff PD evaluations	

Job embedded PD	Technology and curriculum training provided multiple times per year and during the routine PLC times at the campus level.					
Performance Objective 1D:	Local Job Fair					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	3/2/2016	4/30/2016	local funds	none	resumes received
Administration will attend Big Country Job Fair to recruit HQ teachers for CCISD	Positive PR for district					
Performance Objective 1F:	Vertical alignment meetings core areas: ELAR, Math Science, Social Studies, and special education.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula Scharnhorst, Keith	Fall 2016		local funds	none	sign in sheets agenda
Alignment meetings	Discuss testing and content issues that have developed across grade, campus spans.					
Strategic Objective/ Goal 2:	Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence.					
Performance Objective 2:	Provide professional development on engaging instructional practices that are research based.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Morphis, Jill; Berry, Kenny; Jones, Kim; Wilson, Gregg	8/24/2015	6/5/2016	federal and local funds	routine assessment data throughout school year	TAPR report

Accountability	Meet federal and state accountability in all areas—data focused rooms, PLC times, and attention to every student.												
Performance Objective 2A:	Dissect Data reports to evaluate how district is doing toward being at or above the state average in all accountability areas.												
Strategy	Action Step(s)												
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	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented							
Schamhorst, Keith; Kinslow, Paula	9/1/2016	6/5/2017	none	each grading cycle	data rooms and reports								
Data driven reports to be completed, compiled, and assessed to develop action plans for continuous improvement and evaluation of all program and instruction	Data driven campus/departments/district												
Performance Objective 2B:	Consistent Discipline program used in 3 out of 4 campuses.												
Strategy	Action Step(s)												
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Morphis, Jill; Jone, Kim; Berry, Kenny	9/1/2016	6/5/2017	none	less discipline referrals									
DOJO	Use of online DOJO program for consistent discipline and parent involvement												
Performance Objective 2C:	Special Education Student performance—improve performance in all subject areas especially writing, reading, and science												
Strategy	Action Step(s)												
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	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented							
ESC 14 Administrators	10/2016	5/2017	none	Improved common assessment	instructional walkthroughs								

					performance	
System Safeguards/PBMAS*	Send special education teachers to reading, writing and other workshops to improve student performance and instructional practices.					
Performance Objective 2D:	TEKS Resource System--Curriculum Alignment					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	8/24/2015	6/5/2016	none	improved academic performance especially Level III	check logins by month for system
Focused use of TEKS Resource System	Utilize the IFD, YAG and other alignment components in the planning process for depth and complexity.					
Performance Objective 2E:	Provide T-TESS coaching model of professional development to improve teacher and student performance.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Kinslow, Paula	9/17/2016	9/17/2017	none	none	attendance roster
Increased effectiveness--coaching model	All stakeholders aware and prepared for the increase in evaluation rigor as well as testing rigor.					
Performance Objective 2F:	Continue Conscious Discipline training for elementary and intermediate personnel.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

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Jones, Kim Morphis, Jill	8/8/2016	6/5/2017	none		sign in sheets, agenda														
Discipline	Decrease discipline referrals and time removed from class																		
Performance Objective 2G:	Raise expectations for levels of performance and participation across the board—academics, extracurricular, CTE, and dual credit.																		
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Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Wilson, Gregg Kinslow, Paula Scharnhorst, Keith	8/8/2016	6/5/2017	none	Increased student participation and performance	sign in sheets, agenda														
Increase awareness of benefits of these programs	Work to educate parents, students and other stakeholders better about these programs.																		
Performance Objective 2H:	Focus on consistent reading strategies for K-5 to improve both general education and special education student performance.																		
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Action Step(s)																			
Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented														
Kinslow, Paula Morphis, Jill Jones, Kim Munoz, Jamie	10/2016	5/2017	Local funds	Increase unit assessments, aimsweb data, STAAR scores	Meeting sign in sheets, documents created														
System Safeguards/PBMAS*	Be consistent between buildings and across grades levels to use the same research based strategies to improve reading.																		

Strategic Objective/ Goal 3:	Clyde CISD will continue to evaluate and update technology and the instructional environment to equip students to step into a digital future.					
Performance Objective 3:	Routinely meet with secondary students about needs for technology and improving the instructional process from the student perspective.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Schamhorst, Keith; Neal, Mike; Burson, Angela	9/1/2016	6/5/2017	local funds	input from students	meeting minutes
Will continue to evaluate and update needs for technology	Student perspective on instructional processes involving student technology in the classroom.					
Performance Objective 3A:	Professional Development plan to incorporate the technology integrator and the TEKS resources system into PLC's and district planning days.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Burson, Angela Kinslow, Paula, Keith Schamhorst	9/2/2016	6/5/2017	local funds	improvement student engagement and learning	PD rosters
Improve technology and curriculum used in the classroom	Provide technology integration and curriculum guidance to improve student academic achievement.					
Strategic Objective/ Goal 4:	Clyde CISD will continue to use proper fiscal procedures to maximize efficiency and explore innovative resource opportunities.					
Performance Objective 4:	Work to maximize financial investments with the highest return while maintaining minimal risk for the district.					
Strategy	Action Step(s)					

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Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented								
Phillips, Terry	9/1/2016	8/31/2017	none	monthly board reports	FIRST Rating								
Monitor, invest, and apply for money	Build budget and maintain proper account records												

Strategic Objective/ Goal 5:	Continue to improve leadership in all Clyde CISD employees and students																		
Performance Objective 5:	Provide leaderships skills for classroom teachers, support personnel, and students.																		
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Schamhorst, Keith	8/10/2016	6/5/2020	Grant funds and local funds	improved school culture	Sign in sheets														
Enlist assistance from ESC 14 and The Leader in Me to work with faculty to improve leadership skills.	Leader in Me training for JH, Intermediate, and Elementary routinely over the next five years.																		
Performance Objective 5A:	Provided professional development for High School teachers in leadership and relationships																		
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Kinslow, Paula, Gregg Wilson, Flippen Group	8/10/2016	8/12/2016	local funds	feedback from principals and teachers about content	Sign in sheets														
Professional Growth and relationship building--mentoring	Capturing Kids hearts training																		

Performance Objective 5B:	Provide best practices for improved instructional performance such as the Fundamental 5, Bloom's level of questioning strategies, and Kagan Training					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Administrators	8/8/2016	6/5/2017	Title I and Title II, and compensatory education funds	improvement in instructional delivery	classroom walk throughs
Continue to integrate strategies into buildings with cadre of teachers that were trained summer 2016	Improved student engagement and retention of academic content					
Performance Objective 5D:	Continue to find avenues to tie school and the community together to Improve communication and working relationship.					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Schamhorst, Keith, administrators	9/2/2016	6/5/2017	none	improved communication and public relations	
Electronic communication	Continued and consistent communication via the website, blog, Remind, screencast and or school messenger.					
Performance Objective 5E:	Improved parental involvement with all students					
Strategy	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
	Schamhorst, Keith, administrators	10/1/2016	10/31/2016	none	improved communication and public relations	documentation records

Parental Involvement Month	Parent conferences, emails, and other forms of communication to target all students and their academic progress.

* Denotes activity that addresses the TAIS or PBMAS plan

Federal and State Grant Sources

Grant Sources

Funds Available in 2016-17

Title I Part A NCLB Grant	\$248,200
Title II, Part A flow through from ESC 14	\$45,426
State Compensatory Education Funds	\$952,710
Special Education	\$904,630
Career & Tech	\$635,665
Gifted and Talented	\$48,998
High School Allotment	\$106,320
IMA	\$125,410
Perkins Flow through from ESC 14	\$9,848

CIP PART II: ASSURANCE ADDENDUM

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically 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.
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.
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.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings are held to discuss assessment issues.

9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via eduphoria! and are accessible to teachers and administrators.

10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies