

Duties of Committee Members:

1. Use information from a comprehensive needs assessment of the entire school to develop a campus plan that is based on information which includes the achievement of students in relationship to the state academic content standards and the state student academic achievement standards.
2. Assist the principal annually in developing, reviewing, and revising the campus improvement plan for the purpose of improving student performance for all students.
3. Be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization according to established administrative procedures.
4. Address all pertinent federal planning requirements.
5. Hold one public meeting, annually, after receipt of the annual campus rating from TEA to discuss District performance and the District performance objectives
6. Participate in the development of and approve the portions of the campus plan addressing campus staff development needs.
7. Determine the use of funds awarded to a school in the most productive manner
8. Provide written comments, as appropriate, on requests for waivers submitted to TEA.

CAMPUS GOAL:










Cayuga Elementary School will meet or exceed the state standards in all areas measured by the Texas Academic Performance Report which determine the campus' accountability rating based on the student performance figures in the areas of attendance, dropout rate, and STAAR. We believe that everyone is accountable for student success, and there are no excuses for failure.

COMMITTEE MEMBERS:

Lyndi Barrett, Linda McNeill, Laura Poland, Donna Richards, Tracie Campbell, Candice Richards

**Changes / New*

**Performance Objective 1:
Provide an effective
instructional program by
offering our students an
innovative curriculum that is
aligned with the Texas Essential
Knowledge and Skills. (TEKS)**

Strategy	Staff Responsible	Evaluation	Timeline	Resources
<p>1. Conduct a comprehensive needs assessment addressing campus student performance on the achievement indicators and other appropriate measures of performance, that are disaggregated by all student groups served.</p>	<p>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</p>	<p>On-Going assessment throughout the year using STAAR results and academic growth of individual students.</p>	<p>This performance objective requires on-going evaluation through 2022.</p>	<p><i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i></p>
<p>2. Track and identify all students that qualify as "at risk" as defined by TEA.</p>		<p>I-station, M-CLASS testing at beginning, middle and end of school year.</p>		
<p>3. Pre-referral process for students with academic difficulty to include assessing for ESL, Dyslexia, and "at risk" criteria. These assessment will continue throughout the school year for placement purposes.</p>		<p>On-Going assessment throughout the year using STAAR results and academic growth of individual students</p>		
<p>4. Engage Special education, 504, and dyslexic students in curriculum specific programs to ensure success in areas students qualify in as stated in their IEPs.</p>		<p>On-Going assessment throughout the year using STAAR results and academic growth of individual students</p>		

5. Access students for GT yearly.

On-Going assessment
throughout the year using
STAAR results and academic
growth of individual students

6. Evidence based testing:
Kindergarten- ESGI, STAR, mClass
1st Grade: STAR, mCLASS
2nd Grade: OLSAT, STAR, mClass
3rd-5th Grade: STAR, STAAR

Test Reports/Report Cards

**7. Create an evidence based reading
and math program where certified
teachers and para-professionals will
work with struggling students that have
been identified by the district. Address
learning loss associated with the
pandemic by using evidence based
interventions.**

Screening results

ARP-ESSER III

8. Provide I-station, a scientifically based
program, for students that qualify for Title
I/at risk services in grades K-5.

Spring Testing

**9 Engage Special education, 504, and
dyslexia students in curriculum specific
programs to ensure success in areas
students qualify in as stated in their
IEPs.**

Testing Results

Texas COVID Learning
Acceleration Supports
(TCLAS)

10. Continue the use of Accelerated
Reader/STAR program to continually
monitor student progress and growth
across all student groups.

Testing results each 6 weeks to
determine growth.

11. Provide appropriate and effective ESL services for students of limited English proficiency

12. Summer program to assist students that do not master the STAAR test. Provide 30 hours per subject to address learning gaps.

13. Training and staff development in order to meet the requirements of the STAAR test.

14. Provide staff development for faculty and staff regarding federal and state requirements for service to be provided in the least restrictive environment

15. Teachers will focus on grade level TEKS in order to meet STAAR testing requirements in all sub groups while improving number of students achieving the Meets and Masters levels.

17. Continue to provide a mentor program to attract and maintain highly qualified teachers

19. Continue to ensure that all paraprofessional are Highly Qualified according to state and federal guidelines.

21. Continue the use of TTESS as the observation tool used in our district. Pilot student progress with teachers within the district.

On-Going assessment throughout the year using STAAR results and academic growth of individual students

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Personnel Records

Teacher Appraisal Records




ARP-ESSER III

22. Addressing needs arising from the Coronavirus pandemic. Strategies for reopening and operating schools to effectively respond to a students' social, emotional, and academic needs.

Activities that are necessary to maintain operation of and continuity of service, including continuing to employ existing or hiring new staff members.

ARP-ESSER III

Performance Objective #2:
Cayuga Elementary School will initiate the development of a scope and sequence in the elementary curriculum for all student populations and sub-groups.

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Utilize TEKS to meet the needs of all student population groups in grades PK-5	<i>At administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i>	Lesson Plans	This performance objective requires on-going evaluation throughout 2022.	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i>
2. Teachers will document TEKS in lesson plans		Lesson Plans		
3. GT strategies will be incorporated into lesson plans. Teachers will be certified and given training yearly in order to meet the needs of our GT students.		Lesson Plans/Professional development records		
4. On-going assessment of at risk students in all subject areas in which they were not successful.		ESGI/I-station testing will be done each 6 weeks to determine growth. Unit test will be given in Math.		
5. Broaden scope and sequence for grades K-5 by vertical teaming		Meeting logs/notes		

6. Allow for grade levels to have concurrent conference in order to collaborate and plan accordingly.

Schedule

7. Teachers will continue to monitor all students as well as students in specific sub groups to ensure success on the STAAR test.

TAPR /School report Card

8. Teachers will work to identify students and improve percentages in the Student Success Status portion under Closing the Gaps to meet and exceed state standards. (Special Education)

TAPR /School report Card

9. Work to increase STAAR scores for student enrolled in the Special Education program. Continue to focus of growth of these students.

TAPR /School report Card

10. Work to maintain at least 1 years growth for all students taking the STAAR test.

TAPR /School report Card

11. Vertical teaming will be used to plan for students entering the next grade level. They will be able to see what areas they need additional services for during the school year. (general academics/State testing)

Meeting logs/notes

12. K-3rd grade teachers and administration will take part in the Reading Academy provided by TEA through Region VII.



Region VII professional development records

13. Student health data will be assessed through a state approved program as well as yearly screenings done by the school nurse. Attendance will also be tracked to see how this affects academic achievement across all sub groups on campus.




Fitness Gram
results/Nurse
logs/attendance logs

Performance Objective

3: Cayuga I.S.D. will implement an updated technology plan.





Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Continue use Ascender as our gradebook campus/district wide.	<i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i> 	Training logs/certifications through Region VII Service Center	Fall 2022	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i> 
2. Revise and update Internet User Agreement yearly.		Staff Records	Fall 2022	
3. Teachers will integrate technology into their curriculum. All students will work towards transitioning to On-Line testing in the 22-23 school year.		Lesson Plans	On-going 2022	
4. Continue use of Parent Portal in the Ascender Gradebook program.			On-going 2022	
5. Add WIFI to Elementary Gym.			2022	
6. Maintain the 1:1 ratio of chrome books/students.		Master Schedule	On-going 2022	
7. Training for staff on new technology/equipment as well as internet safety.		Training logs/certifications through Region VII Service Center	On-going 2022	
8. Continue to update/keep technology current in our classrooms. Replace all white boards with whiteboards televisions.		Technology Plan	On-going 2022	
9. Implement on-line learning platforms to use for at home learning due to COVID-19. K-2nd will use See-Saw and 3-5 will use Google Classroom.		Classroom pages	On-going 2022	

**Performance Objective #4:
Cayuga Elementary School
will design a coherent
sequence of courses to meet
student needs by narrowing
the gap between regular and
special population students.**





Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Utilize & document pre-referral intervention team and process prior to special education referral by completing RTI team packet.	<i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i>	RTI Meeting logs	This performance objective requires on-going evaluation during 2022.	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i>
2. Provide timely diagnostic services for students whereby students are identified and served accordingly		Referral paperwork (RTI - ACSE COOP)		
3. Students with disabilities will be included in State assessments using the STAAR test.		STAAR Reports		
4. Conferences between Special Education teachers and regular education teachers will be held at least one time per 6- weeks		Progress reports are done every 3 weeks to monitor these students.		
5. PPCD students identified and grouped with Pre-Kindergarten students to enhance social skills.		Summer 2021		
6. Implement inclusion and inclusion support for students in order to allow students to stay in the mainstream classrooms when appropriate. Increase inclusion percentage by 20%.		Student IEP's/Scheduling		
7. Create a Google document that is shared amongst staff to track all students that are in any stage of intervention.		Google Document		

Performance Objective 5:

Cayuga Elementary School will improve communication system-wide, and gain input from staff on appropriate staff development and school needs.

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Conduct a systematic and thorough needs assessment for all areas of the school including professional development.	<i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i>	This area will be monitored using walk throughs/TTESS and staff feedback.	This performance objective requires on-going evaluation during 2022.	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i>
3. Faculty meetings				
4. Communicate all planned activities using Google Calendar.				
5. Committees will meet as needed: Attendance, CAT, Technology, DWIC, School Health Advisory				

Performance Objective #6:
Cayuga Elementary School will strive to maintain an attendance rate of 97% or above.

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Provide 6 weeks and yearly awards for perfect attendance	<i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i>	All evaluation will be kept in our Attendance log books.	This performance objective requires on-going evaluation during 2022.	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i>
2. Contact student's parents after four (4) absences				
3. Visit homes of students who continue to have excessive absences				
4. Written communication to parents on 5th absence and any absences that follow.				

**Performance Objective
#7: Cayuga Elementary
will promote a safe school
environment for students
and staff.**

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Make building improvements and renovations to address student safety and other educational needs.	<i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i>	Needs assessment/building plans	2022 school year/school board plans	<i>Rural School Funds</i>
2. <i>Install a speaker system that would allow for staff and students on the playground or other outside areas to be notified in case of an emergency.</i>			2022	<i>Rural School Funds</i>
3. Provide ISS, behavior intervention, and counseling on behavior management		Discipline reports TxEIS	This performance objective requires on-going evaluation.	<i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i>
4. Participate in Red Ribbon Week to promote drug awareness			Fall 2022	





5. Complete emergency forms on all students and staff to include school handbooks and Code of Conduct.

Student records

Aug-22

6. Reduce class disruptions and discipline reports through monitoring and implementation of CISD discipline plan

Walk through by campus Principal

This performance objective requires on-going evaluation during 2022.

7. Lock all classroom doors, hallway doors and require visitor passes.

Walk throughs by campus Principal



8. Inspect all grounds, equipment, and walkways to ensure a safe environment



Walk throughs by campus Principal

9. Teach conflict resolution, bully prevention, and child sexual abuse prevention.



Mrs. Poland records

10. Use of Crisis go app

Performance Objective #8: Cayuga Elementary will promote parent and community involvement in regular, two way, and meaningful communication involving student academic learning and school activities.

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Develop and complete partnership with parents through the Home/school compact. Discuss with parents during Open House	<p><i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i></p> 	Forms to be placed in student folders annually.	Aug-22	<p><i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i></p> 
2. Send 3 week and 6 week progress reports on students. Offer parental access to an on-line grade book for monitoring student performance.		Progress Reports	This performance objective requires on-going evaluation during 2022.	
3. Invite and notify parents of all special events and activities via newsletters, Blackboard Connect, other social media.			This performance objective requires on-going evaluation during 2022.	
4. Host Open House at the beginning of the school year		Sign-In Logs	Aug-22	
5. Provide information to parents via handbook that explains parental rights and responsibilities. Publish on Cayuga ISD Website yearly.		Handbook Receipts	Aug-22	
6. Hold a Title I Annual meeting where parents are allowed to have input in school programs and professional development.		Sign-In Logs	Summer 2022	
7. Continue the use of the Blackboard Connect system to keep parents informed of events.		Blackboard connect logs	This performance objective requires on-going evaluation during 2022.	
8. Effective use of the district's website and social media (Facebook and Instagram) to inform parents and community members of student activities and school events.			2022	
Teachers will communicate daily/weekly through the use of a student folder. Each class will also use REMIND to communicate daily.		This performance objective requires on-going evaluation during 2022.		

**Performance Objective
#9: Cayuga Elementary
School will provide a Pre-
Kindergarten program to
serve the needs of eligible
students.**

Strategy	Staff Responsible	Evaluation	Timeline	Resources
1. Provide a Pre-Kindergarten program so that students will be exposed to school at a younger age.	<p><i>All administration, Teachers and Para-Professionals will play a part in the implementation of these strategies.</i></p> 	Master Schedule	Fall 2022	<p><i>Local, Title I, Compensatory, and Special Education funds will be used to implement these strategies.</i></p> 
2. Coordinate schedules and planning time for PK and Kindergarten teachers to work together to align curriculum and goals.		Lesson Plans	On-going assessment during 2022.	
3. Instruction is aligned to meet and exceed all Pre-K goals in order to prepare them for Kindergarten.		Peims Data	On-going assessment during 2022.	
4. Integrate PPCD with our Pre-Kindergarten students in order to meet the needs of special populations.		On-going assessment during 2022.		

Special Program Funding Allotments & Related Initiatives

Special Education	\$919,272	<i>Maintain appropriate staffing, supplies and services for the district's Special Education program including its Life Skills class</i>
Gifted / Talented	\$10,763	<i>Continue to provide appropriate instructional programs for students identified as "Gifted / Ta</i>
State Compensatory Education	\$330,715	<i>Maintain the district's own Disciplinary Alternative Education Placement class with degreed a Offer credit recovery programs, tutorials, remediation and accelerated instruction for student</i>
ESL / Bilingual	\$755	<i>Continue to employ a degreed and certified teacher who is fluent in Spanish to provide individ instruction to ESL students</i>
Title I, Part A	\$121,682	<i>Use Title funds to maintain student: teacher ratios in elementary classes (Grades K-5) that are the state prescribed ratio of 22:1</i>
Title II, Part A	\$19,455	
Title IV, Part A	\$10,000	<i>Projects aimed at providing a "well rounded" education for the district's students, including fi</i>
Rural Schools	\$31,973	<i>Building and campus improvements aimed at increasing school safety and security Projects that support student access to instructional technology</i>
CRRSA - ESSER II	\$423,034	<i>Strategies aimed at preventing, preparing for or responding to the COVID-19 pandemic, inclu students' social, emotional, mental health and academic needs</i>
ARP - ESSER III	\$633,382	<i>Addressing learning loss through the implementation of evidence-based interventions; ensuri respond to students' social, emotional and academic needs (20% "Set Aside" = \$190,015) Addressing needs arising from the Coronavirus pandemic. Strategies for reopening and opera maintain the health and safety of students and educators. Activities that are necessary to ma continuity of services, including continuing to employ existing or hiring new staff members.</i>
Texas COVID Learning Acceleration Supports	\$123,156	<i>To accelerate student learning in the wake of COVID-19 utilizing funds from the state's discre and general revenue. Specifically, for Cayuga ISD, TCLAS grant funds will be used to access hig for dyslexia intervention and college preparation. The district's TCLAS grant will also fund effc preparation and recruitment.</i>