

Cayuga Independent School District

District Improvement Plan - 2023

Board of Trustees: Tim West Tammy Lightfoot David Link
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 Clint Satterwhite

Administration: Tracie Campbell Jennifer Scheppler Jay Thompson
 Dr. Rick Webb Dr. Joe Satterwhite

Directors: Joey Fitzgerald Kellie Gatewood Leslie Glenn
 Kristen Mills Frank Robinson Katie Abbott
 Rebecca Thompson Jacob McGee Eric Grimes
 Jennifer Joslin Magen Humphreys Joey Fitzgerald

Counselors: Laura Poland Kenyetta Jenkins

Cayuga Independent School District

District Improvement Plan - 2023

District Goal:

Cayuga Independent School District will meet or exceed the student achievement standards in all areas that determine the district's ratings in the state and federal accountability systems.

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)

Strategies:

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| 1. Provide support for faculty efforts aimed at aligning the district's curriculum with the state assessment system, STAAR | 2. Offer and support opportunities for students to take and complete dual credit coursework | 3. Provide the needed resources (funding, staff, scheduling, materials) for continued improvements in the district's CTE program | 4. Identify and support ways to recruit, hire and retain competent and qualified faculty members | 5. Continue to offer ESL instruction for limited English proficient students |
| 6. Support the district's Special Education program by maintaining appropriate staffing, instructional materials and needed facilities | 7. Promote student achievement by providing remediation and credit recovery opportunities | 8. Utilize training and instructional services provided by the Region VII ESC | 9. To promote student achievement, maintain low student:teacher ratios, especially in core academic subjects | 10. Update the district's instructional technology equipment based on staff input and the necessity for our students to become more competent in the use of technology |

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Objective #2:

Strengthen relationships with our students, their parents and community members that maintain a learner-centered, informed and involved community

Strategies:

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| 1. Effective use of the district's website and social media (Facebook) to inform parents and community members of student activities and school events | 2. Utilize the website to post district policies and procedures: employee and student handbooks, policy manual, ESSA related notices, etc. | 3. Frequently update the district's electronic message board to inform community members of school events and activities | 4. Offer parental access to an on-line grade book for monitoring of student performance | 5. Host a Parent Meeting to allow for input on ESSA-related programs and staff training |
| 6. Hold public hearings to inform community members of the district's standing and performance on state and federal accountability standards | 7. Provide transition activities for students as they are promoted from elementary to middle school and as they advance to high school | 8. Use the district's phone messaging system to deliver important notices to students, parents and staff members | 9. Inform local media of school happenings and student accomplishments for notification and publication to parents, community members | 10. Recognize school employees for their accomplishments and contributions to the district and its students |

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Objective #3:

Provide innovative and comprehensive **staff development** that will enable CISD educators to accomplish the District's instructional goals and objectives

Strategies:

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| 1. Training for teachers in the TEKS and STAAR / EOC assessments in their respective subjects and grade levels | 2. Conduct technology proficiency surveys for all faculty members and use results to provide relevant training | 3. Offer professional development and support that, when/if needed, prepares and enables the faculty to offer remote instruction | 4. Offer training needed for paraprofessionals to achieve "highly qualified" status | 5. Provide mentoring program for new staff members |
| 6. CPR and AED training will be provided to appropriate staff members | 7. Attendance of state conventions by CTE teachers, band and technology directors | 8. Attendance of state conventions by principals and counselors | 9. Administrator training in school leadership topics, especially about issues that impact student achievement | 10. Board member training in topics related to trustees' responsibilities and duties |

District Goal:

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Objective #4:

Maintain a **safe and positive school climate** for the district's students and employees

Strategies:

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| 1. Faculty, administration and Board identification of needed facility improvements | 2. Make improvements to the school's facilities based on the needs identified by the community, faculty and Board of Trustees | 3. Perform school safety audit and update the district's emergency operations procedures | 4. Inform and prepare students, faculty for emergency drills; schedule and appropriately perform emergency drills | 5. Continue efforts aimed at preventing and minimizing drug use and bullying |
| 6. Provide supplies, equipment and personnel to reasonably identify and respond to student and faculty health issues | 7. Update and enforce student code of conduct; consistently monitor student compliance with the code's standards | 8. Identify and address safety concerns such as bus loading and traffic flow | 9. Interior (flooring, paint, HVAC, etc.) and exterior (roofing, paving, etc.) improvements to the district's buildings and grounds | 10. Staff transportation department with qualified, proficient drivers and maintain a reliable, fleet of school vehicles |

Special Program & Designated Funding Allotments

(As of Fall Semester, 2022)

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| Special Education | \$957,966 |
| <i>Maintain appropriate staffing, supplies and services for the district's Special Education programs, including its Life Skills class</i> | |
| Career & Technology Education | \$600,103 |
| <i>Provide CTE courses that are related to the career interests of the district's students and support the state's goals regarding College, Career and Military Readiness, including industry certification</i> | |
| State Compensatory Education | \$341,341 |
| <i>Maintain the district's own Disciplinary Alternative Education Placement class with degreed and certified teacher(s) Offer credit recovery programs, tutorials, remediation, smaller class sizes and accelerated instruction for students identified as educationally disadvantaged and at risk of dropping out of school based on the state's criteria</i> | |
| College, Career & Military Readiness | \$49,000 |
| <i>Initiatives aimed at promoting the readiness of students in Grades 8-12, including staff training for CCMR content, student preparation for CCMR content (college preparation assessments, industry-based certificates), and work-based learning opportunities</i> | |
| Early Education Allotment | \$42,504 |
| <i>For personnel and supply costs related to our students' reading and math proficiency, Pre-K through Third Grade, including expenses of providing full day prekindergarten</i> | |
| Dyslexia Allotment | \$18,480 |
| <i>For costs tied to the provision of personnel and services to benefit students with dyslexia or a related disorder, such as relevant staff training, dyslexia intervention curriculum and materials, compensation of reading specialists</i> | |
| Gifted / Talented | \$10,711 |
| <i>Provision of enrichment programs and activities for gifted and talented students</i> | |

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| School Safety Allotment | \$5,084 |
| <i>Safety and security efforts, such as relevant training costs, infrastructure improvements, security equipment and supplies, security officer compensation</i> | |

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| School Safety Standards Formula Grant | \$200,000 |
| <i>For the district's expenses related to compliance with the TEA Commissioner's rules concerning school facilities, including costs to improve the school's ability to monitor and control facility access (upgrades to doors, windows, locks, cameras, alert/alarm systems, etc.)</i> | |

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| Dyslexia Funding Support Grant | \$6,000 |
| <i>For the costs of offering evidence-based dyslexia intervention programs, such as personnel expenses, along with relevant training fees, supplies and materials</i> | |

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| ESL / Bilingual | \$755 |
| <i>Continue to employ a degreed and certified teacher who is fluent in Spanish to provide individual and/or small group instruction to ESL students</i> | |

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| Title I, Part A | \$153,159 |
| Title II, Part A | \$25,883 |
| <i>Use Title funds to maintain student:teacher ratios in elementary classes (Grades K-5) that are significantly lower than the state prescribed ratio of 22:1</i> | |

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| Title IV, Part A | \$10,000 |
| <i>Projects aimed at providing a "well rounded" education for the district's students, including fine arts, CTE instruction and access to instructional technology.</i> | |

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| Rural Schools | \$37,778 |
| <i>Building and campus improvements aimed at increasing school safety and security, Projects that support student access to instructional technology, Activities aligned with the school's Title I, Title II and Title IV programs</i> | |

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| CRRSA - ESSER II | \$423,034 |
| <i>Strategies aimed at preventing, preparing for or responding to the COVID-19 pandemic, including its impact on students' social, emotional, mental health and academic needs</i> | |

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| ARP - ESSER III | \$950,380 |
| <i>Addressing learning loss through the implementation of evidence-based interventions; ensuring that the chosen interventions respond to students' social, emotional and academic needs (20% "Set Aside" = \$190,015)</i> | |
| <i>Addressing needs arising from the Coronavirus pandemic. Strategies for reopening and operating schools to effectively maintain the health and safety of students and educators. Activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new staff members.</i> | |

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| Texas COVID Learning Acceleration Supports (TCLAS) | \$123,156 |
| <i>To accelerate student learning in the wake of COVID-19 utilizing funds from the state's discretionary ESSER III allocation and general revenue. Specifically, for Cayuga ISD, TCLAS grant funds will be used to access high quality instructional materials for dyslexia intervention and college preparation. The district's TCLAS grant will also fund efforts aimed at teacher preparation and recruitment.</i> | |

