

Cushing High School 2015-2016

Campus Improvement Plan

2015-2016 School Year

Campus Improvement Plan
Cushing High School 2015-2016

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Gresham, Andy	High School Principal	Cushing High School	
Jackson, Stefani	Curriculum Director	Cushing ISD	5-2016
LoStracco, Jenifer	Counselor	Cushing High School	5-2016
Ferguson, John	Technology Director	Cushing ISD	5-2016
Beddingfield, Shelia	Teacher	Cushing High School	5-2016
Egan, Deanna	Teacher	Cushing High School	5-2016
Ullom, Verne	Teacher	Cushing High School	5-2016
Short, Linda	Teacher	Cushing High School	5-2016
Talk, Becky	Teacher	Cushing High School	5-2016
Gresham, Gina	Teacher	Cushing High School	5-2016
Levings, Marlene	Business Representative	Cushing High School	5-2016
Ray, Michelle	Parent	Cushing High School	5-2016
Sanders, Dennis	Community Representative	Cushing High School	5-2016
Jackson, Lois	Community Representative	Cushing High School	5-2016

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Names of People Responsible For Implementation

Name	Title	Campus / District
Davis, Michael	Superintendent	Cushing ISD
Gresham, Andy	High School Principal	Cushing High School
Smelley, Shane	Assistant Principal	Cushing High School
Davis, Brandy	Secretary	Cushing High School
Jackson, Stefani	Curriculum Director	Cushing ISD
LoStracco, Jenifer	Counselor	Cushing High School
Ferguson, John	Technology Director	Cushing ISD
Johnson, Shane	Security Resource Officer	Cushing ISD
Sanford, Eric	Band Director	Cushing High School
Beddingfield, Sheila	Math Teacher	Cushing High School
Clark, Holly	Math Teacher	Cushing High School
Moore, Mary	Math Teacher	Cushing High School
Egan, Deanna	ELA Teacher	Cushing High School
Umbrell, Ciara	ELA Teacher	Cushing High School
Talk, Becky	ELA Teacher	Cushing High School
Coleman, Lacey	Reading Teacher	Cushing High School
Ferrell, Andy	Science Teacher	Cushing High School
Huckaby, April	Science Teacher	Cushing High School
Moody, Chris	Science Teacher	Cushing High School
Davis, Sumer	Science Teacher	Cushing High School
Howard, Gail	Social Studies Teacher	Cushing High School
Emerson, Thomas	Social Studies Teacher	Cushing High School
Cratty, Ricky	Social Studies Teacher	Cushing High School
Huckaby, Tyson	CTE Teacher	Cushing High School

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Names of People Responsible For Implementation

Name	Title	Campus / District
McClure, Jennifer	CTE Teacher	Cushing High School
Calhoon, Rhonda	CTE Teacher	Cushing High School
Abernethy-Duffin, Margaret	Fine Arts Teacher	Cushing High School
Gresham, Gina	Fine Arts Teacher	Cushing High School
Barboza, Joseph	Spanish Teacher	Cushing High School
Short, Linda	STAAR Prep Teacher	Cushing High School
Jared, Linda	STAAR Prep Teacher	Cushing High School
Jared, Linda	Credit Recovery Teacher	Cushing High School
	Math Lab Teacher	Cushing High School
Emanis, Annie	Teacher	Cushing High School
Abernethy-Duffin, Margaret	Special Education Teacher	Cushing High School
Short, Linda	Special Education Teacher	Cushing High School
Ullom, Verne	Special Education Teacher	Cushing High School
Pruitt, Terry Jo	Special Education Aide	Cushing High School
Spencer, Rhonda	Special Education Aide	Cushing High School
Davis, Janie	Instructional Aide	Cushing High School
Hooper, Kay	Library Aide	Cushing High School
Smelley, Shane	Athletic Director	Cushing High School
Davis, Jason	Coach	Cushing High School
Fuller, Craig	Coach	Cushing High School
Cratty, Ricky	Coach	Cushing High School
McMichael, Clarence	Coach	Cushing High School
Enloe, Danny	Coach	Cushing High School
Garrett, Marlon	Coach	Cushing High School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Emerson, Thomas	Coach	Cushing High School
Gresham, Gina	Art Club Sponsor	Cushing High School
Abernethy-Duffin, Margaret	Drama Club Sponsor	Cushing High School
Moody, Chris	FCA Sponsor	Cushing High School
McClure, Jenifer	FCCLA Sponsor	Cushing High School
Huckaby, Tyson	FFA Advisor	Cushing High School
Calhoon, Rhonda	Newspaper Sponsor	Cushing High School
Huckaby, April	Science Club Sponsor	Cushing High School
Barboza, Joseph	Spanish Club Sponsor	Cushing High School
Howard, Gail	Student Council Sponsor	Cushing High School
Huckaby, April	Twirler Sponsor	Cushing High School
Gresham, Gina	Yearbook Sponsor	Cushing High School

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Attendance

Attendance

Goal: **100%**

	2009	2010	2011	2012	2013	2014
All Students	95.50	95.80	96.60	96.60	95.90	95.80
African American	95.00	94.70	96.60	96.40	97.90	97.60
Economically Disadvantaged	95.30	95.20	96.50	96.10	95.50	95.40
Hispanic	97.50	96.80	98.20	98.00	96.80	97.00
Special Education	94.70	94.80	97.20	95.80	94.10	94.20
White	95.30	95.70	96.50	96.40	95.70	95.60

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Dropouts

Dropouts

Goal:

	2009	2010	2011	2012	2013	2014
All Students	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	0.00	0.00	0.00

STAAR

Grade: **6th-12th**

All Subjects

	2013	2014	2015
All Students	84.00	85.00	82.00
African American	70.00	88.00	75.00
Economically Disadvantaged	79.00	82.00	79.00
Hispanic	92.00	90.00	74.00
Special Education	71.00	71.00	67.00
Two or More Races	77.00	83.00	89.00
White	83.00	84.00	83.00

Grade: **6th-12th**

STAAR Reading

	2012	2013	2014	2015
All Students	61.00	86.00	84.00	87.00
Economically Disadvantaged	63.00	81.00	82.00	85.00
Hispanic	0.00	91.00	90.00	84.00
Two or More Races	0.00	0.00	0.00	83.00
White	63.00	85.00	83.00	89.00

Grade: **7th**

STAAR Writing

	2012	2013	2014	2015
All Students	77.00	71.00	84.00	81.00
Economically Disadvantaged	74.00	65.00	79.00	72.00
White	77.00	71.00	85.00	86.00

STAAR

Grade: **8th-12th**

STAAR Science

	2012	2013	2014	2015
All Students	71.00	91.00	88.00	79.00
Economically Disadvantaged	57.00	87.00	86.00	77.00
Hispanic	0.00	100.00	100.00	71.00
White	75.00	91.00	88.00	79.00

Grade: **8th-12th**

STAAR Social Studies

	2012	2013	2014	2015
All Students	40.00	76.00	76.00	70.00
Economically Disadvantaged	33.00	71.00	68.00	65.00
Hispanic	0.00	88.00	86.00	67.00
White	43.00	77.00	76.00	69.00

Grade: **9th-12th**

STAAR Mathematics

	2012	2013	2014	2015
All Students	74.00	88.00	88.00	96.00
Economically Disadvantaged	75.00	85.00	88.00	94.00
White	79.00	88.00	87.00	96.00

About Cushing Jr-Sr High School

Motto:

"Making Excellence a Lifestyle"

Philosophy:

Committed to a quality education, the District strives to promote a positive school climate that optimizes teaching and learning in accordance with the values of our community. The instructional focus is reflected in a curriculum that supports academic achievement for all children. Within our schools, this academic achievement is fostered by high expectations of both staff and students. A strong commitment to preparing students to function in an ever-changing technological world accompanies our goals for a solid basic education for all.

Vision Statement:

CISD students will become successful, responsible, and productive citizens with a strong sense of community and a respect for cultural diversity. Embodying the American tradition of personal responsibility coupled with a sense of generosity and caring, they will become lifelong learners through the support of the education community and through their own academic endeavors. Students will graduate from Cushing ISD with self-respect, confidence, and an ability to make sound decisions. They will be well-prepared to enter the workforce or college, with good communication and social skills, as well as a solid educational foundation. As tomorrow's leaders, they will achieve to their maximum potential in safe, orderly schools with high learning standards and opportunities for real-world applications of their acquired skills.

Mission Statement:

All students need to develop essential skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technology literacy. All students will acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their abilities, students will be provided the opportunities to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, fairness and accountability.

Grade Span:

6 – 12

Enrollment:

267

Highly Qualified Status:

100% HQ Teachers

Accountability Ratings:

* Met Standard on the Texas Academic Performance Report (TAPR)

Comprehensive Needs Assessment Process

The CISD Campus Improvement Planning/District Improvement Planning Committee is composed of representatives from all departments, parents, community members, and business members. Historical and current information has been shared with all stakeholders and the following needs have been identified by members of the Campus/District Improvement Planning Committee.

Areas of Concern:

I. Demographics:

Campus Principal/Associate Principal and School Resource Officer are responsible for monitoring and evaluating this area. This area is reviewed monthly.

A. Data Sources Reviewed:

1. Daily attendance

B. Summary of Strengths:

1. Campus Principal and Resource Officer work closely to monitor student absences
2. Parents are contacted on a daily basis when students are absent
3. Parent and student communication

C. Summary of Weaknesses/Needs:

1. Address needs of students with excessive absences

D. Prioritized Needs:

1. Meet attendance rate
2. Address needs of students at risk of dropping out

E. Possible Actions:

1. CISD currently offers Saturday School for students with excessive absences
2. Credit Recovery Classes offered
3. Reward students with high attendance rates

II. Parent and Community Involvement:

Quarterly review with Superintendent/Assistant Superintendent, Campus Principal, Curriculum Director, Counselor, and Resource Officer. Weekly meeting every Monday, as well as, CIP and DIP meetings.

A. Data Sources Reviewed:

1. Parental involvement including available opportunities and activities
 - a. Volunteering – PTO and Bearkat Leadership program
 - b. Open house – Meet the Bearkats
2. Frequency of information disseminated – Monthly Newspaper and Website updated daily
3. Involvement of parents and community in school decisions – Participation in DIP and CIP committees
4. Types of community partnerships – FCA and use of facilities at local churches for graduation
5. Health services – Blood drive and Student immunizations

B. Summary of Strengths:

1. Regular meetings of the District Improvement Committee
2. Meet the Teacher
3. Meet the Bearkats
4. Open House
5. FCA breakfasts
6. Newsletter
7. Blood Drive

C. Summary of Weaknesses/Needs:

1. Increase parent involvement with parents of struggling students
2. Support from all parents for the Drug Testing Policy

D. Prioritized Needs:

1. Opportunities to meet with all parents regarding their children's needs
2. Education for parents about the dangers of drug use

E. Possible Actions:

1. Provide several different means of communication with parents
2. Offer education classes/programs providing information on the dangers of drug use and drug addiction
3. Continue Drug Testing Program
4. Continue Character Education and Leadership Curriculum

III. Student Achievement, Curriculum, Instruction, and Assessment:

Monthly review with Superintendent/Assistant Superintendent, Campus Principal, and Curriculum Director. A weekly administrative meeting is held and every 6 weeks a review is conducted of students that failed.

A. Data Sources Reviewed:

1. Academic performance
 - a. Report card grades
 - b. Student work
 - c. Benchmarks
 - d. STAAR tests
2. Completion rates
 - a. Promotion/graduation rates
 - b. Retention rates
 - c. Dropout rates
3. Postsecondary
 - a. Number of students attending post-secondary schools
 - b. Number of students accepted in the armed forces
4. Instruction programs/activities
 - a. Monitoring, evaluating, and modifying programs
 - b. Maximize student engagement and learning
5. Instructional materials

- a. Amount/quality of textbooks
 - b. Supplemental resources
6. Support personnel

B. Summary of Strengths:

- 1. CISD uses an aligned curriculum
- 2. The TEKS Resource System is the framework for instruction in grades K - 12

C. Summary of Weaknesses/Needs:

- 1. Maintaining clarity of New Math TEKS for teachers
- 2. Ensure students are successful in all Math courses

D. Prioritized Needs:

- 1. Staff development for teachers regarding Math TEKS

E. Possible Actions:

- 1. Providing teachers with schedules that allow them to tutor and help students with the increased math rigor and higher standards
- 2. Make it possible for Math teachers to attend professional development in Mathematics
- 3. Network with other districts to form Math cohorts among Math teachers

IV. Staff Quality, Professional Development, Recruitment, and Retention:

Assistant Superintendent and Campus Principal meet monthly.

A. Data Sources Reviewed:

- 1. Highly qualified status
- 2. Personnel

B. Summary of Strengths:

- 1. Low teacher turnover rate
- 2. Teacher morale and support of administration
- 3. Team effort
- 4. Family atmosphere

C. Summary of Weaknesses/Needs:

- 1. Retain highly qualified teachers
- 2. Provide high quality ongoing staff development

D. Prioritized Needs:

- 1. Retain highly qualified teachers
- 2. Continue to partner with Stephen F. Austin State University and Angelina College

E. Possible Actions:

- 1. Provide high quality ongoing staff development

V. Technology:

Monthly review by Technology Director and Campus Principal. Oral reports at weekly meetings.

A. Data Sources Reviewed:

1. Amount, quality, and availability of equipment, software, etc.
2. Extent to which teachers integrate technology into instruction
3. Up-to-date/out-of-date hardware and software
4. Technology professional development opportunities

B. Summary of Strengths:

1. All teachers provided with Ipads, projectors, screens, and laptops
2. Resources for teachers

C. Summary of Weaknesses/Needs:

1. So many resources available, not enough time for training

D. Prioritized Needs:

1. Support and encourage technology use in all classrooms and all content areas

E. Possible Actions

1. Summer in-house technology training on programs we already have purchased

VI. School Context, Organization, Culture, and Climate:

Monthly and quarterly meetings with DIP/CIP Committee, Superintendent, Campus Principal, and School Resource Officer.

A. Data Sources Reviewed:

1. School climate
 - a. Quality of student-teacher relationships through surveys
 - b. Student attitudes toward school
 - c. Teacher job satisfaction
2. Student discipline and behaviors
 - a. Discipline referrals
 - b. Suspensions
 - c. Expulsion
 - d. Attendance
 - e. Tardiness
3. Extracurricular activities and clubs
4. Students', teachers', parents', and community perceptions of the school through surveys

B. Summary of Strengths:

1. New Construction
2. Updates and remodel of existing classrooms and campus
3. Parental and student/teacher involvement of construction and improvement needs
4. Frequent meetings with Junior High and High School teachers
5. Frequent DIP/CIP meetings

C. Summary of Weaknesses/Needs:

1. Inclusion of parents, teachers, and all stakeholders in decision making

D. Prioritized Needs:

1. Ensure all teachers have a voice in decision making
2. Ensure parents/students and all stakeholders feel that they have a part in the decision making process

E. Possible Actions:

1. Strengthen and improve the Campus/District Leadership Committee
2. Encourage staff to utilize the Campus Leadership Committee/DIP Committee
3. Develop a time to meet with High School teachers during the school week

Demographics

2014 – 2015 Enrollment:

29 – Sixth Grade
40 – Seventh Grade
38 – Eighth Grade
30 – Ninth Grade
44 – Tenth Grade
47 – Eleventh Grade
42 – Twelfth Grade

2014 – 2015 Ethnic Distribution:

8 (3.0%) – African American
29 (10.7%) – Hispanic
227 (84.1%) – White
0 (0.0%) – American Indian
0 (0.0%) – Asian
1 (0.4%) – Pacific Islander
5 (1.9%) – Two or More Races

2014 – 2015 Student Groups:

171 (63.3%) – Economically Disadvantaged
2 (0.7%) – English Language Learners
5 (1.6%) – Students with Disciplinary Placements
126 (46.7%) – Students Meeting "At-Risk" Criteria
113 (41.9%) - Career and Technical Education
19 (7.0%) - Gifted and Talented Education
36 (13.3%) - Special Education

2014 – 2015 Students per Teacher:

12.3 – Grade 6
8.1 – English/Language Arts
8.8 – Foreign Languages
11.3 – Mathematics
11.5 – Science
12.9 – Social Studies

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to

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local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements – Schoolwide Program Components

Cushing High School conducts a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the Campus Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: Campus Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Needs Assessment Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #7: Pregnancy Related Services (PRS) Activity
3. Instruction by highly qualified teachers.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Events and Programs Strategy
 - Goal #1: Evaluation of Parental Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - NA
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: Site-Based and Decision-Making Committee (SBDMC) Activity
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #2: Career and Technical Education Strategy
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #7: Drug Use, Violence Prevention and/or Intervention Programs and Activities Strategy

- Goal #7: Counseling Responsive Services Strategy

Needs Assessment Summary

Cushing High School received a State Accountability Rating of Met Standard from TEA in 2015. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Cushing High School earned Distinction Designations in the following areas:

- * Academic Achievement in Reading/ELA
- * Academic Achievement in Mathematics
- * Academic Achievement in Science
- * Postsecondary Readiness

Student Strengths and Needs:

Note: Passing Rates on the STARR tests in 2015 were at Phase-in 1 Level II.

Reading: 87% of All Students met the passing standards on the STAAR Reading tests. Passing rates for other student groups ranges from 89% for White students to 83% for students of Two or More Races.

Math: The passing standard for the STAAR Math test for grades six through eight has not been established. Passing rates are for those students who participated in the STAAR End of Course Algebra I Exam. 96% of All Students met the passing standard on the Math tests. Passing rates for other student groups ranged from 96% for White students to 94% for Economically Disadvantaged students.

Writing: Seventh grade students took the STAAR Writing test in 2015. 81% of All Students met the passing standard on the Writing test. Passing rates for other student groups ranged from 86% for White students to 72% for Economically Disadvantaged students.

Science: Eighth grade through twelfth grade students took the STAAR Science tests in 2015. 79% of All Students met the passing standard on the Science tests. Passing rates for other student populations ranged from 79% for White students to 71% for Hispanic students.

Social Studies: Eighth grade through twelfth grade students took the STAAR Social Studies test in 2015. 70% of All Students met the passing standard on the Social Studies tests. Passing rates for other student groups ranged from 69% for White students to 65% for Economically Disadvantaged students.

Interventions:

Cushing High School has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Tutorials during and after school for grades 6 – 12
- * STAAR Prep classes for grades 6 – 12, with emphasis on Algebra
- * STAAR Math Lab for grades 9 – 12
- * Math Models Class for grades 9 - 12
- * Credit Recovery Program for grades 6 – 12
- * Summer School Program for grades 8 - 12

Faculty and Staff:

100% of the staff at Cushing High School is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as participating in Region VII professional development services.

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Attendance:

Attendance rates at Cushing High School decreased slightly from 95.9% in 2012-2013 to 95.8% in 2013-2014. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate for seventh through twelfth grade remained at 0% in 2013-2014. Several programs including parental involvement activities and counseling programs are in place to maintain a dropout rate of 0% for all students and all student groups.

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing High School students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement [TI, A SW #6, #8] - All Cushing High School stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Cushing High School Homepage on the Cushing ISD website, marquee postings, the Parental Involvement Newsletter, the Home School Connection Newsletter, PTA meetings, Facebook, conferences, emails, phone calls, Text-Alerts, Parent Portal, Nacogdoches Daily Sentinel Newspaper and letters sent home in English and Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by the campus.</p> <p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Cushing High School Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p>	<p>7/2015 - 6/2016</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Communication Vehicles</p>	<p>Documents :Campus Records - 08/15: An approved Campus Parental and Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents and community members.</p> <p>Documents :Anecdotal Reports and Surveys - 01/16: 100% of stakeholder groups report precise, timely and meaningful communication from the campus.</p>	<p>Increased number of stakeholders participating in Cushing High School events.</p>	<p>Documents :Parent Involvement Records - 06/16: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Documents :Anecdotal Reports and Surveys - 06/16: 100% of stakeholder groups report precise, timely and meaningful communication from the campus.</p>
<p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Cushing High School Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p>	<p>8/2015 - 10/2015</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Time Contributions of Parents, Faculty and Staff</p>	<p>A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 10/15: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>

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Cushing High School 2015-2016

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing High School students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Site-Based Decision Making Committee (SBDMC) [TI, A SW #8] - The SBDMC is made up of members of the Cushing High School staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The SBDMC will meet periodically to discuss plans, progress and ideas for improving the education and environment at Cushing High School. TEC 11.251 (b)]</p> <p>Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Cushing High School and Cusing ISD.</p> <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The SBDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program and include these components in the Cushing High School CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	<p>8/2015 - 5/2016</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 01/16: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.</p>	<p>A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Cushing High School.</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 05/16: A current CIP approved by the Cushing ISD Board of Trustees that comprehensively covers needs assessment data; local, state and federal regulations; scientifically research-based strategies and activities; measurable performance objectives and measurable formative and summative evaluations.</p>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The SBDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program and include these components in the Cushing High School CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	<p>8/2015 - 5/2016</p>	<p>High School Principal - Andy Gresham</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services</p> <p style="text-align: right;">\$926.00</p>	<p>Documents :Agendas, Meeting Notes - - 12/15: Cushing High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Cushing High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records - - 05/16: Cushing High School will receive the State Accountability Rating of Met Standard.</p>

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Strategy: Events and Programs [TI, A SW #6] - Cushing High School conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House/Parent Night * Parent/Teacher Conferences * PTA Meetings—2nd Tuesday of each month * Student Orientations * Volunteer Opportunities - Book Fairs - Assisting in the classroom - Teacher Appreciation Week activities - Red Ribbon Week activities * Mentoring Opportunities * Award Assemblies * Student Programs (Plays, Choir, Concerts, etc.)	8/2015 - 5/2016	High School Principal - Andy Gresham	Coordinated Funds - Time Contributions of Faculty and Staff		Increased student achievement with the support of Cushing High School parents.	Documents :Parent Involvement Records - 05/16: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.

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<p>Strategy:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * NCLB School Report Cards, * Application of technology, * Annual Measurable Achievement Objectives Performance (AMAOs), * School Improvement Program, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Parent Notifications Resources	<p>Documents :Parent Contact Logs - 12/15: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>	<p>100% Contact.</p> <p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Contact Logs - 05/16: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6] - Parents are involved in the evaluation of the district's Parental Involvement Program and the Campus Improvement Plan (CIP). During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary. At this time, parents choose to adopt the district policy as the Cushing High School Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>The SBDMC will meet periodically to review average class size, school climate, student discipline and behaviors and parent/student surveys. The DPDMC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Committee Members	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: An approved Campus Parental Involvement Policy and a School, Parent, Student Compact available for distribution to parents, faculty and staff.</p> <p>Documents :Agenda, Minutes, Sign-In Sheets - 02/16: SBDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	State-of-the-Art Parental Involvement Program.	<p>Documents :Agenda, Minutes, Sign-In Sheets - 05/16: Continuously update the Parental Involvement Policy and School, Parent, and Student Compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas and minutes.</p> <p>Documents :Agenda, Minutes, Sign-In Sheets - 05/16: SBDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Cushing Parent/Community Involvement Program.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives [TI, A SW #1] - The SBDMC will meet to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2015 - 8/2015	High School Principal - Andy Gresham	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Cushing High School.	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Foundation Program [TI, A SW #1] - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p> <p>Monthly scheduled Faculty Meetings allow for invaluable teacher collaboration to ensure coordination of instruction and increased student achievement.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Local Funds - Time Contributions of Foundation Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests. Documents :School Records- 05/16: 100% of students in grade 12 will receive on-time credit accrual.

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Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Foundation Assessments - Students in grades 6 – 12 will be administered AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and to track progress.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/15: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Campus-designed Developmental Checklist - - 05/16: 100% of students will be reading at, or above grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Art TEKS - Four basic strands - perception, creative expression/performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.</p> <p>By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</p>	8/2015 - 5/2016	Fine Arts Teacher - Margaret Abernethy-Duffin Fine Arts Teacher - Gina Gresham	Local Funds - Time Contributions of Art Teachers Local Funds - Art Supplies	Informal Assessment :Report Card Grades - - 12/15: 100% of all students are actively engaged in art projects and are attaining passing grades on each art project.	Students actively engaged in and appreciating artistic endeavors.	Informal Assessment :Report Card Grades - - 05/16: 100% of all students will receive passing scores in Art courses.

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<p>Activity:</p> <p>Music TEKS - Four basic strands - perception, creative expression/performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.</p> <p>By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.</p>	8/2015 - 5/2016	Band Director - Eric Sanford	<p>Local Funds - Time Contributions of Band Director</p> <p>Local Funds - Music Supplies</p>	<p>Informal Assessment :Report Card Grades - - 12/15: 100% of all students are actively engaged musical activities and are attaining passing grades on classroom activities.</p>	<p>Students actively engaged in and appreciating musical endeavors.</p>	<p>Informal Assessment :Report Card Grades - - 05/16: 100% of all students will receive passing scores in music courses.</p>

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Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, STAAR A, STAAR Alternate 2, TELPAS and Benchmark Tests. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2015 - 5/2016	High School Principal - Andy Gresham	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass core subject area benchmark tests.	Program improvements are implemented.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass core subject area benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests. Documents :School Records - - 05/16: 100% of students in grade 12 will receive on-time credit accrual.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing High School participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure Math and Reading (grades 6 – 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and U.S. History.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2016 - 6/2016	High School Principal - Andy Gresham	State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Achieve state accountability rating of Met Standard.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Accelerated Instruction [TI, A SW #2(a)(c), #9] - Cushing High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham Curriculum Director - Stefani Jackson	Federal - Title I, Part A - Supplemental Instructional Resources \$4,600.00 State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$7,000.00		Increased academic performance by all students and all student groups. Students meeting the State-adopted at-risk criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documents :Counselor Records - 05/16: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.

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<p>Activity:</p> <p>"Students at Risk of Dropping out of School" Assessment - Cushing High School follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</p> <p>(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <p>(4) NA;</p> <p>(5) is pregnant or is a parent;</p> <p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/15: 80% of the students meeting the State-adopted at risk criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Documents :Counselor Records - - 05/16: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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Activity: Tutorial Program - A Tutorial program is available to students in grades 6 – 12 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Tutorials are offered during school and after school in core subject areas for 30 to 60 minutes a day as needed.	8/2015 - 5/2016	High School Principal - Andy Gresham	Federal - Title I, Part A - Extra Duty Pay for Tutorials \$16,240.00 State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorials \$5,000.00	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will pass all appropriate grade-level and subject-area STAAR tests. Documents :Student Records - - 05/16: 100% of students in grade 12 will receive on-time credit accrual.
Activity: STAAR Preparation - A STAAR Preparation Program is available to students in grades 6 – 12 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Students will participate in these classes daily for 30 minutes to an hour on an as needed basis These classes will have a pupil: teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used.	8/2015 - 5/2016	STAAR Prep Teacher - Linda Short STAAR Prep Teacher - Linda Jared	State - State Compensatory Education (SCE) - Time Contributions of STAAR Prep Teachers FTE: 1.14 \$58,461.36	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests. Documents :Student Records - - 05/16: 100% of students in grade 12 will receive on-time credit accrual.

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Activity: Math Accelerated Instruction - Students who have not met the minimum expectations on the STAAR Math test, or who have failed a Math class will be provided daily supplemental math instruction through Math Models. Math Models is available for students in grades 9 – 12. This class will have a small pupil: teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering mathematical concepts. A STAAR Math Lab is also available for students who need additional assistance with the STAAR EOC Algebra I Exam.	8/2015 - 5/2016	Math Teacher - Sheila Beddingfield Math Lab Teacher -	State - State Compensatory Education (SCE) - Time Contributions of Math Models Teacher FTE: 0.14 <div style="text-align: right;">\$7,351.86</div> State - State Compensatory Education (SCE) - Time Contributions of Math Lab Instructor FTE: 0.14 <div style="text-align: right;">\$4,497.18</div>	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass Math benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will pass the STAAR Math test. Documents :Student Records - - 05/16: 100% of students in grade 12 will receive on-time credit accrual.
Activity: Summer School - Summer School assistance in Reading, Math, Science and Social Studies is available to students in grades 8 - 12 who did meet the standards on the STAAR assessments. Summer school will be 4 weeks long.	June 2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Summer School Personnel		Students have every opportunity to meet their full educational potential.	Documents :School Records - - 06/16: 100% of students will be promoted to next grade.
Strategy: Special Education Program - Special Education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	State and Local Funds - Special Education Allotment <div style="text-align: right;">\$395,085.00</div>	Informal Assessment :Classroom Assessments - 12/15: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	State and Local Funds - Assessment Instruments and Testing Materials		Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Documents :Counselor Records - - 05/16: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)]**

Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Special Education Modifications - Cushing High School provides a range of educational programs and different instructional arrangements for students with disabilities. The "Least Restrictive Environment" required for academic success is always a main consideration. These include a Resource pullout class, Inclusion in the regular classroom, Content Mastery and Life Skills. The appropriate instructional setting will be determined for each student by ARD committees.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - - 12/15: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
<p>Activity: Related Services - Cushing High School ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy and Visually Impaired Services. These services are provided by the Nacogdoches County Co-Op, which includes Cushing ISD as a member.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of ARD Committee		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :Student Records - - 05/16: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Transition Services - Cushing High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of Staff and Faculty		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :Student Records - - 05/16: Transition activities are 100% in line with students' IEPs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: English as a Second Language (ESL) Program - Cushing High School offers an English as a Second Language program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. Cushing ISD will provide services for Limited English Proficient (LEP) students and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Federal - Title III, Part A - LEP - Region VII SSA <div style="text-align: right;">\$1,989.00</div> State - State Bilingual Block Grant - Bilingual Block Grant <div style="text-align: right;">\$14,538.00</div>	See Activities Below.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	See Activities Below.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs). The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades 6 – 12 . This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a LEP student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2015 - 5/2016	Counselor - Jenifer LoStracco	State and Local Funds - Assessment Instruments and Testing Materials		Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Documents :Counselor Records - - 05/16: 100% of the students identified as LEP have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for Limited English Students - Based on LPAC prescription, LEP students in grades 6 - 12 participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Students will receive 30 minutes of pullout instruction daily. Technology is used to accelerate the development of all four language skills. The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.	8/2015 - 5/2016	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of ESL Teacher	Informal Assessment :Classroom Assessments - - 12/15: ESL students are progressing at the rate set by the LPAC.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	Language Assessment :Language Assessments Scales (LAS) - - 05/16: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of LEP students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>LEP Exit Criteria - Exit criteria are applicable to students in grades 6 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco High School Principal - Andy Gresham	State and Local Funds - Time Contributions of ESL Teacher	Language Assessment :Language Assessments Scales (LAS) - - 12/15: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the Bilingual/ESL Program. Narrowing the achievement gap between LEP students and non-LEP students.	Criterion-Referenced Test :STAAR Reading/ELA - - 05/15: 100% of students will pass the STAAR Reading/ELA tests in English and/or Spanish.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Education Program - Cushing High School provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Cushing ISD will provide services for migrant students and their families if needed.</p> <p>Strategy:</p> <p>Dyslexia Program - Cushing High School will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Local Funds - Migrant Resources	Informal Assessment :Classroom Assessments - 12/15: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.	Migrant students experience the same success as their non-migrant peers due to parental involvement in the education process.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of Migrant students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Dyslexia Program - Cushing High School will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Local Funds - Time Contributions of Dyslexia Teacher	See Activities Below	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	See Activities Below

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dyslexia and Related Disorders Assessment - Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an IEP for him/her is developed that will include any modifications or accommodations that may be needed.	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments and Testing Materials		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documents :Counselor Records - - 05/16: 100% of the students identified as Dyslexic have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for Dyslexic Students - The Dyslexia program serves students in all grades at Cushing High School. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Cushing High School students are provided with computer aided instruction daily for 60 minutes to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Dyslexia Resources	Informal Assessment :Report Card Grades - - 12/15: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in Report Cards.	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level. Criterion-Referenced Test :STAAR Reading/ELA - - 05/16: 100% of all Dyslexic students will pass the STAAR Reading/ELA test.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor Records - 05/16: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Gifted and Talented (G/T) Program - Cushing High School has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	State - State Gifted and Talented Block Grant - Gifted and Talented Program Expenses \$18,644.00	See Activities Below	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities Below
Activity: G/T Assessment - Students in grades 6 – 12 are eligible to participate in the G/T Program of Cushing High School. Transfer students will participate in the program if identified as G/T at their previous school, current students are nominated through teacher/parent recommendations. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students. (TAS 1.7)	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Counselor Records - - 05/16: All students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, per Counselor Records.
Assessment instruments include: * Portfolios * Teacher recommendations * Parent nomination * Standardized tests						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for G/T Students - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Students who have met the district criteria for G/T participate in pullout classes designed for special projects. Students are eligible to participate in Pre-Advanced Placement (AP) and Advanced Placement (AP) classes, as well as enrichment field trips, and to receive dual credit through Angelina College and Stephen F. Austin State University (SFASU).	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff and Faculty	Documents :Counselor Records - - 12/15: All students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, per Counselor Records.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/16: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career and Technical Education (CTE) (TI, A SW #10) - While age-appropriate career guidance activities are implemented at all grade levels, the primary focus for Career and Technology is at Cushing High School where structured programs and activities are conducted.</p> <p>All campuses participate in Career Day, where speakers of myriad occupations, including nontraditional occupations, are invited to speak to and with our students.</p> <p>High School CTE courses: Each student has an equal opportunity to participate in the Career and Technology Education courses that are available that support their career aspirations or as an exploration effort to determine a future career pathway.</p> <p>A. Extent of Integration: CTE teachers integrate English, Math, Science and Social Studies TEKS into the CTE courses as there is a natural correlation of subject areas and students that are more vocational & technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <p>* Academic competencies in basic and higher-order skills are identified by CTE teachers & incorporated into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic and CTE teachers participate in jointly planned staff development activities.</p> <p>* Academic competencies are</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;">\$202,181.00</p> Federal - Carl D. Perkins Vocational & Applied Technology - Carl Perkins Co-op <p style="text-align: right;">\$5,425.00</p>	Documents :Campus Records - 12/15: Campus Records indicate an increase in the number of students enrolled in Career and Technical courses and students earning professional certifications as compared to the previous school year.	Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Report Card Grades - 05/16: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)]**
 Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>incorporated into CTE courses either through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>* The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant to students.</p> <p>C. Staff Development: CTE teachers receive staff development for the development and implementation of Coherent Sequence of Courses, Integration of Academic and CTE Courses and Curriculum, Instructional Modifications for Special Populations Students, Individual Student Learning Styles and Technology.</p> <p>D. Nontraditional Activities: The following activities are utilized to encourage students to pursue nontraditional occupations:</p> <ul style="list-style-type: none"> * Provide materials * Presentations by School Guidance Counselor * Presentations by individuals in nontraditional occupations <p>E. Career Considerations: Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Agricultural Science and Technology Education <ul style="list-style-type: none"> - Agricultural Mechanics - Wildlife, Fisheries and Ecology Management - Equine Science * Business and Technology Education <ul style="list-style-type: none"> - Principles of Information Technology 						

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
- Business Information Management * Family and Consumer Sciences - Principles of Human Services - Child Development - Food Science Cushing ISD participates in a Carl Perkins Co-Op with Martinsville ISD. Strategy: Ancillary Services - Cushing High School provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Ancillary Staff	Documents :Campus Records - 12/15: 80% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing High School 2015-2016

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)] Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups—behavior and attendance * Assistance with testing coordination * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues * STAAR presentations * Individual student planning The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Coordination of Services—Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education Students	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Counselor	Documents :Counselor Records - - 12/15: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing High School 2015-2016

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #9, #10) [TEC §4.001 (b)(2)(4)(10)]

Objective(s): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science and Social Studies Software * Accelerated Reader Books, Tests and Incentives 	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Library Resources	<p>Documents :Librarian and Teacher Records - - 12/15: All Cushing High School students have access to the library on a regularly scheduled basis.</p> <p>Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.</p>	The Cushing High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :Librarian and Teacher Records - - 05/16: Librarian and Teacher Records indicate that 100% of the students have participated in Library activities.
<p>Activity:</p> <p>Homeless Services - The Cushing ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Cushing High School will be in compliance with federal Homeless regulations.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Homeless Resources	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 12/15: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	Informal Assessment :Classroom Assessments - - 05/16: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

Campus Improvement Plan
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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): 6th-12th Achieve student dropout rate of 0%. 6th-12th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips. Students with Perfect Attendance will be rewarded every six weeks and at the End of Year Ceremony in May.</p> <p>Students with less than 90% attendance for the semester will be referred to the Campus Attendance Committee to determine if credit will be granted. Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>Students with three late arrivals or three early leaves will serve an afternoon of school detention.</p> <p>Strategy:</p> <p>Dropout Prevention Program [TI, A SW #2, #9] - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Cushing High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	<p>8/2015 - 5/2016</p>	<p>High School Principal - Andy Gresham Secretary - Brandy Davis</p>	<p>Local Funds - Time Contributions of Attendance Staff</p> <p>Local Funds - Time Contributions of Attendance Committee</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/15: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Cushing High School faculty will encourage academic growth and increased student attendance.</p>	<p>Documents :Attendance Records - 05/16: Attendance Records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p>
<p>Dropout Prevention Program [TI, A SW #2, #9] - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Cushing High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	<p>8/2015 - 5/2016</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Attendance Records - 12/15: Attendance Records reflect an attendance rate at 97% or above.</p>	<p>Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.</p>	<p>Documents :Campus Records - 05/16: 100% of students will be promoted to the next grade level or obtain a high school diploma.</p> <p>Documents :Campus Records - 05/16: Achieve student dropout rate of 0%, as reflected by Campus Records.</p>

Campus Improvement Plan
Cushing High School 2015-2016

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): 6th-12th Achieve student dropout rate of 0%. 6th-12th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Credit Recovery Program - Cushing High School utilizes a credit recovery program to allow students the opportunity to regain failed credits. This is a web-based program that will be used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	8/2015 - 5/2016	Credit Recovery Teacher - Linda Jared	State - State Compensatory Education (SCE) - Time Contributions of Credit Recovery Teacher FTE: 0.86	Informal Assessment :Report Card Grades - - Six Weeks: Six week grade reports show on-time credit accrual.	Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :Campus Records - - 05/16: 100% of students will be promoted to the next grade level or attain the appropriate credits and graduate in four years.
<p>Strategy:</p> <p>Extracurricular Activities - Cushing High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - 05/16: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Campus Improvement Plan
Cushing High School 2015-2016

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]

Objective(s): 6th-12th Achieve student dropout rate of 0%.
6th-12th Achieve an attendance rate of 97% or better for all student groups.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Athletic Program - A comprehensive Athletic program is available at Cushing High School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested—young men and women alike. Students are encouraged to participate in UIL athletic competitions. Sports available include:</p> <ul style="list-style-type: none"> * Football * Boys and Girls Basketball * Baseball * Softball * Track/Field * Cross Country * Powerlifting * Tennis * Golf 	8/2015 - 5/2016	Athletic Director - Shane Smelley	Local Funds - Time Contributions of Coaches Local Funds - Athletic Resources	Informal Assessment :Report Card Grades - - 12/15: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)	Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Report Card Grades - - 05/16: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)
<p>Activity: Music Program - Cushing High School students have the opportunity to participate in the Cushing Bearkat Band. Students will participate in concerts periodically throughout the year and UIL competitions. Students will also be provided an opportunity to audition for ATSSB Region, Area and State bands.</p>	8/2015 - 5/2016	Band Director - Eric Sanford	Local Funds - Time Contributions of Band Director		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - - 05/16: Increase in the number of students participating in the Music Program as compared to the previous year.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): 6th-12th Achieve student dropout rate of 0%. 6th-12th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Junior High and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. These competitions allow students to interact with other participants and develop skills that students will use in the classroom and society.	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - - 05/16: Increase in the number of UIL participants as compared to the previous year.
Activity: Clubs and Organizations - Cushing High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. Clubs and organizations available include: * Art Club * Drama Club * Spanish Club * Science Club * Fellowship of Christian Athletes (FCA) * Family, Career and Community Leaders of America (FCCLA) * Future Farmers of America (FFA), * National Honor Society (NHS) * Cheerleading * Twirling * Student Council and Class Officers * School Newspaper * School Yearbook	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Sponsors		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - - 05/16: Increase in the number of students participating in clubs and organizations as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling [TI, A SW #10] - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education—Acquisition of study skills and choosing appropriate programs and services. * Career—Need for positive work habits, career awareness and investigations of opportunities. *Personal-Social—Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2015 - 6/2016	Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Counselor		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/16: All students will make informed curriculum choices to prepare for success in high school and beyond high school.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Cushing High School will offer ACT and SAT prep courses to increase the percent and performance of students taking college entrance exams. Strategy: College Preparation - Students in grades 9 – 12 have opportunities to earn college credit through the following methods: * Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB). * Enrollment in an AP or dual credit course through the Texas Virtual School Network. * Enrollment in courses taught in conjunction and in partnership with Stephen F. Austin State University and Angelina College. * Certain CTE courses.	8/2015 - 5/2016	High School Principal - Andy Gresham	State - High School Allotment - High School Allotment \$45,375.00	Documents :Campus Records - 12/15: Campus Records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.	Students exhibiting college readiness and earning both high school and college credit.	Documents :Student Records - 05/16: All students participating in concurrent and dual credit courses will earn high school and college credits.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): 6th-12th Recruit highly qualified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program [TI, A SW #3, #4, #5] - The Cushing ISD Superintendent, Curriculum Director, Campus Principal and SBDMC design and support professional development programs and activities that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet and * will apply scientifically research-based strategies to meet the learning needs of all students. Annual needs assessment results indicate a need for: 1) Disaggregating STAAR Data 2) Modifications for ESL, G/T and Special Education 3) Technology Integration 4) Instructional activities tied to the TEKS and STAAR 5) Assistance will be provided in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed 6) Effective strategies for dropout prevention, credit recovery, and discipline issues.	8/2015 - 5/2016	High School Principal - Andy Gresham	Coordinated Funds - PD Expenses	Documents :Professional Development Records - 12/15: 100% of the faculty will have received appropriate training to be considered HQ, per federal standards.	Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.	Documents :Professional Development Records - 05/16: Faculty and staff continuing as life-long learners as they participate in professional development training requisite for academic success of all students.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): 6th-12th Recruit highly qualified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Evaluation of Professional Development Program - The Cushing High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2016	High School Principal - Andy Gresham	Coordinated Funds - Time Contributions of Faculty and Staff		Increase in student performance.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region VII Personnel Services Cooperative. All applicants are screened prior to the interview process to ensure teachers have at least a bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned. Recruitment bonuses and Retention stipends are offered for high need areas. Recruiting activities will ensure that Cushing High School maintains a 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Cushing High School ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Cushing High School will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs, KATS Mentoring Program, and team building activities.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Region VII Personnel Services Cooperative	Documents :HR Records - 08/15: 100% Highly Qualified and Certified Faculty.	100% Highly Qualified and Certified Faculty.	Documents :HR Records - 05/16: 100% Highly Qualified and Certified Faculty.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment [TI, A SW #1] - As part of the Comprehensive Needs Assessment, Cushing High School reviews the following areas:</p> <ul style="list-style-type: none"> * the amount, quality and availability of equipment, * the types of computer systems available, * how current the hardware and software systems being used are, * any barriers that exist that are preventing the effective use of technology and * technology professional development opportunities. <p>Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated.</p> <p>Priority needs in technology include the need to expand the use of technology in student learning, professional development opportunities in using technological tools, and an increase in hardware and software.</p> <p>The campus will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. 	August 2015	High School Principal - Andy Gresham Technology Director - John Ferguson	Local Funds - Time Contributions of Committee Members Coordinated Funds - Technology Resources		The educational system of Cushing High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum - Cushing High School classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Compass Learning and Study Island support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Students will visit the Computer Lab, participate in technology-related class projects and make use of technological equipment such as Smart Boards, Elmos and Laptops. 4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 5) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2015 - 5/2016	Technology Director - John Ferguson	Local Funds - Time Contributions of Technology Staff Local Funds - Site Licenses	Documents :Equipment Inventory - 12/15: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may begin training on integrating technology into instruction. Documents :Teacher Lesson Plans - 12/15: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	The educational system of Cushing High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will pass the appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Policies - Every Cushing High School faculty member, student and parent having access to Cushing High School computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission form. Cushing High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Cushing High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Cushing ISD School Board Policy CQ (Local).	8/2015 - 5/2016	Technology Director - John Ferguson	Local Funds - Local Technology Policies	Documents :Student Records - 08/15: 100% of the students at Cushing High School that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :Student Records - 06/16: No incidents of students breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	High School Principal - Andy Gresham Technology Director - John Ferguson	Local Funds - Time Contributions of Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Records - 05/16: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

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Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.

6th-12th Develop a health-safety plan for students and train staff on emergency procedures.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Health and Fitness Assessments - 12/15: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/16: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Cushing High School offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings (e.g., vision, height and weight) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff	<p>Documents :Nurse Records - 12/15: Nurse's Records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p>	<p>Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - 05/16: 100% of students passing all health-related end of year assessments.</p>

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<p>Activity:</p> <p>Pregnancy Related Services (PRS)(TI, A SW #2) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, nurse or counselor); a physician or nurse midwife licensed to practice in the U.S. or a nurse practitioner. Cushing High School will continue to identify and collect documentation on pregnant students. Documentation will include:</p> <p>* Verification of pregnancy (it is the district's decision as to who the verifying official will be - it may be the PRS Coordinator, a teacher, counselor, doctor, nurse, midwife, etc.)</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff	Documents :Campus Records - - 12/15: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students who are pregnant continue to attend school.	<p>Documents :Campus Records - - 05/16: Campus records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/16: Attendance rates will meet or exceed 97%.</p>

<p>Goal: 7</p>	<p>Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #2, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p>					
<p>Objective(s):</p>	<p>6th-12th</p>	<p>Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.</p>				
<p>6th-12th</p>	<p>Develop a health-safety plan for students and train staff on emergency procedures.</p>					
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<p>* CEHI teacher's log including dates and times</p> <p>* Copies of ARDs and IEPs, if applicable</p> <p>* PRS entry date</p> <p>* Date of delivery</p> <p>* Doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period</p> <p>* PRS exit date</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents.</p>						

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<p>Strategy:</p> <p>Safe School Initiatives - The health and safety of Cushing High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Cushing High School will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, tornado and other emergency drills * Medical Services (screenings and information) * Assemblies and Speakers (encouraging safety and healthy choices) * Dating Violence Policy (see Board Policy FFH-Local) * Emergency Response Protocol * Crisis Prevention/Intervention Training * Security Personnel - School Resource Officer (SRO) * Security Devices such as Cameras, Alarms, and Visitor Check-Ins/Badges 	8/2015 - 5/2016	<p>Superintendent - Michael Davis High School Principal - Andy Gresham</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Discipline Records - 12/15: Number of discipline referrals each six weeks will decrease.</p> <p>Documents :Campus Records - 12/15: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Records - 05/16: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.</p>

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<p>* Parent Notification System</p> <p>* Training in CPR, First Aide, using an Automated Defibrillator Unit, and the dangers of MSRA</p> <p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Students who have violated the Student Code of Conduct will be placed in In-School Suspension (ISS) or in the Martin School of Choice DAEP.</p> <p>Computer assisted instruction using E2020, a regular education program with highly qualified teachers and counseling services, will be provided for any student who is at risk of dropping out of school.</p> <p>The DAEP is offered through a shared service arrangement with Nacogdoches ISD.</p>	8/2015 - 5/2016	Superintendent - Michael Davis	<p>Local Funds - Time Contributions of DAEP Staff</p> <p>Local Funds - E2020 Program</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Substitutes \$14,261.37</p>	<p>Documents :Student Records - - 12/15: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p> <p>Documents :Principal Records - - 12/15: 50% reduction in infractions of the Cushing ISD Student Code of Conduct, as reflected on the Principal's Records.</p>	<p>Dropout rate remains at 0%.</p> <p>Students will stay and succeed in school.</p>	<p>Informal Assessment :Report Card Grades - - 05/16: Final report card grades and STAAR assessments will indicate program's success.</p> <p>Documents :Discipline Records - - 05/16: 20% fewer incidences of illegal and/or disorderly activities as compared to the previous year.</p>

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<p>Activity:</p> <p>Emergency and Security Operations - Cushing High School will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of the campus with coordination with local emergency management agencies, law enforcement and fire departments. Security devices on the campuses include video cameras, an alarm system and check in and badge system for visitors. Cushing High School will make any necessary changes to improve safety and security for their students.</p> <p>Cushing High School implements a Parent Notification System that allows emails, phone and text messaging to be broadcast quickly in case of an emergency school closing or other important events.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Time Contributions of Safety Committee</p> <p>Local Funds - Emergency Action Plan and Security Audit Reports</p>	<p>Documents :Campus Records - - 08/15: An Emergency Action Plan has been implemented and 100% of staff has received training.</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p>	<p>Documents :Campus Records - - 05/16: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

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<p>Activity:</p> <p>Crisis Prevention and Intervention (CPI) - The Crisis Management Team will ensure that a Campus Management Plan is in place and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing High School staff and faculty will attend CPI training where they are taught how to safely manage disruptive and assaultive behavior. The workshop will train participants to use verbal, nonverbal, physical restraint and transport techniques with verbally and physically acting-out individuals.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham	<p>Local Funds - Time Contributions of Crisis Management Team</p> <p>Local Funds - Crisis Management Plan</p> <p>Local Funds - CPI Training</p>	<p>Documents :Campus Records - - 12/15: The Crisis Management Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed are made to ensure that the Plan fits all of the needs of Cushing Elementary and that all of the staff has had the prerequisite practice to ensure each feel comfortable with the Plan.</p>	<p>Emergencies will be addressed in a professional, expeditious and effective manner.</p>	<p>Documents :Campus Records - - 05/16: Cushing High School will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Management Team.</p> <p>Documents :Discipline Records - - 05/16: 20% fewer incidences of disorderly activities as compared to the previous year.</p> <p>Documents :Professional Development Records - - 05/16: 100% of staff are trained on Crisis Management Procedures.</p>

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<p>Strategy:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Cushing High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities. Programs and activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) * Drug Testing Program * Drug Dog Visits * Core Essentials * Conscious Discipline * Teens in the Drivers Seat 	8/2015 - 5/2016	High School Principal - Andy Gresham	Local Funds - Time Contributions of Faculty and Staff	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: Appropriate campus Stakeholders will have held meetings to plan the programs and services for current school year.	Reduction in PEIMS 425 Incidents.	Documents :Discipline Records - 05/16: PEIMS and Discipline Records reflect a 20% reduction in the number of incidents involving violence, tobacco, alcohol, and other drug use as compared to the previous year.

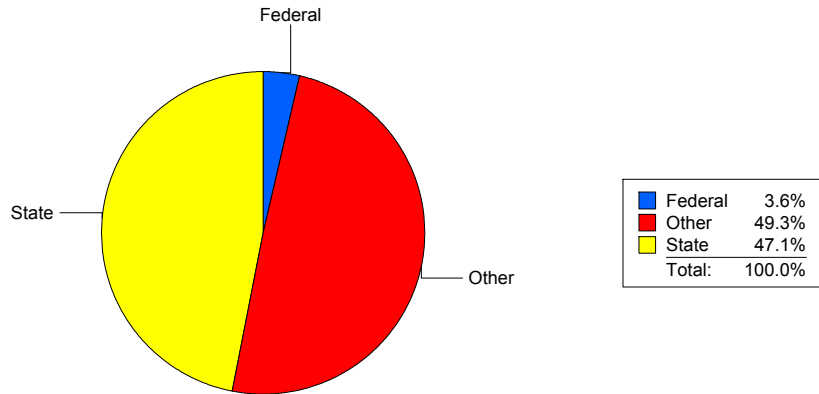
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<p>Activity:</p> <p>Red Ribbon Week - Red Ribbon Week is the oldest drug prevention campaign that generally takes place the last full week in October. Efforts of Red Ribbon Week are to reduce the demand for drugs through prevention and education programs. Speakers, assemblies, demonstrations, student drug awareness programs and literature are presented to students during this week. By wearing a red ribbon during the last week in October, Americans demonstrate their ardent opposition to drugs.</p>	October 2015	High School Principal - Andy Gresham Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Staff and Faculty	Documents :Anecdotal Reports and Surveys - - 10/15: 100% of students aware of the dangers of drugs.	All students will become aware of the dangers of drug use and will be able to apply those refusal skills necessary for a healthy safe lifestyle.	Documents :Discipline Records - - 05/16: PEIMS and Discipline Records reflect a 20% reduction in the number of incidents involving violence, tobacco, alcohol, and other drug use as compared to the previous year.

Campus Improvement Plan
Cushing High School 2015-2016

<p>Goal: 7 Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #2, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.</p> <p>6th-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services [TI, A SW #10] - The counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> * Self-Esteem development * Good character * Emotion managements * Motivation to Achieve * Decision-Making, Goal setting, Planning and problem-solving * Interpersonal effectiveness * Communication skills * Responsible behavior * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying and Cyber bullying * Suicide prevention * Conflict resolution * Violence prevention and intervention * Parent education * Teacher/Administrator consultation * Staff development * School improvement planning for special populations students. 	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Counselor	Documents :Agenda, Minutes, Sign-In Sheets - 12/15: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peers with a healthy outlook toward life. Reduction in retention and dropout rates.	Documents :Counselor Records - 05/16: Referrals to counselor will decrease by 20% as compared to the previous year. Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

Funding Values By Program



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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Carl D. Perkins Vocational & Applied Technology		
Carl Perkins Co-op	0.00	\$5425.00
Title I, Part A		
Supplemental Instructional Resources	0.00	\$4600.00
Extra Duty Pay for Tutorials	0.00	\$16240.00
SECCA, Inc. Consulting Services	0.00	\$926.00
Title III, Part A - LEP		
Region VII SSA	0.00	\$1989.00
		\$29,180.00
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Technology Resources	0.00	\$0.00
PD Expenses	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of DAEP Staff	0.00	\$0.00
E2020 Program	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Safety Committee	0.00	\$0.00
Emergency Action Plan and Security Audit Reports	0.00	\$0.00
Time Contributions of Crisis Management Team	0.00	\$0.00
Crisis Management Plan	0.00	\$0.00
CPI Training	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Dyslexia Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Library Resources	0.00	\$0.00
Homeless Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Region VII Personnel Services Cooperative	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Summer School Personnel	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Site Licenses	0.00	\$0.00
Local Technology Policies	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Parents, Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Art Teachers	0.00	\$0.00
Art Supplies	0.00	\$0.00
Time Contributions of Band Director	0.00	\$0.00
Music Supplies	0.00	\$0.00
Parent Notifications Resources	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Migrant Resources	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Attendance Staff	0.00	\$0.00
Time Contributions of Attendance Committee	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Coaches	0.00	\$0.00
Athletic Resources	0.00	\$0.00
Time Contributions of Band Director	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
UIL Resources and Awards	0.00	\$0.00
Time Contributions of Sponsors	0.00	\$0.00
State and Local Funds		
Special Education Allotment	0.00	\$395085.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00

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Funding Values By Program

		<u>FTE</u>	<u>DollarValue</u>
			<u>\$395,085.00</u>
State			
High School Allotment			
High School Allotment		0.00	\$45375.00
State Bilingual Block Grant			
Bilingual Block Grant		0.00	\$14538.00
State Career and Technology Education Block Grant			
Time Contributions of CTE Staff		0.00	\$202181.00
State Compensatory Education (SCE)			
Time Contributions of Substitutes		0.00	\$14261.37
Supplemental Instructional Resources		0.00	\$7000.00
Time Contributions of STAAR Prep Teachers		1.14	\$58461.36
Time Contributions of Math Models Teacher		0.14	\$7351.86
Time Contributions of Math Lab Instructor		0.14	\$4497.18
Time Contributions of Credit Recovery Teacher		0.86	\$0.00
Extra Duty Pay for Tutorials		0.00	\$5000.00
State Gifted and Talented Block Grant			
Gifted and Talented Program Expenses		0.00	\$18644.00
			<u>\$377,309.77</u>
Grand Total:			\$801,574.77