

Cushing ISD 2015-2016

District Improvement Plan

2015-2016 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Davis, Michael	Superintendent	Cushing ISD	
Lee, Martha	Elementary Principal	Cushing Elementary School	
Gresham, Andy	High School Principal	Cushing High School	
Jackson, Stefani	Curriculum Director	Cushing ISD	5-2016
Sewell, Helen	Teacher	Cushing Elementary School	5-2016
Gresham, Gina	Teacher	Cushing High School	5-2016
Talk, Becky	Teacher	Cushing High School	5-2016
Ray, Ron	Parent	Cushing ISD	5-2016
Levings, Marlene	Parent	Cushing ISD	5-2016
McCormack, Linda	Community Representative	Cushing ISD	5-2016
Patel, Victor	Business Representative	Cushing ISD	5-2016

Names of People Responsible For Implementation

Name	Title	Campus / District
Davis, Michael	Superintendent	Cushing ISD
Jackson, Stefani	Curriculum Director	Cushing ISD
Lee, Martha	Elementary Principal	Cushing Elementary School
Gresham, Andy	High School Principal	Cushing High School
Rawlinson, Becky	Secretary	Cushing ISD
Ivy, Starla	Secretary	Cushing Elementary School
Davis, Brandy	Secretary	Cushing High School
Matlock, Mica	Business Manager	Cushing ISD
Smith, Tammy	PEIMS Coordinator	Cushing ISD
LoStracco, Jenifer	Counselor	Cushing ISD
Hooper, Kay	Library Aide	Cushing ISD
Sewell, Helen	Dyslexia Coordinator	Cushing ISD
Russell, Angela	504 Coordinator	Cushing Elementary School
Simmons, Amy	G/T Instructor	Cushing Elementary School
Ferguson, John	Technology Director	Cushing ISD
Sanford, Eric	Band Director	Cushing ISD
Smelley, Shane	Athletic Director	Cushing ISD
Derby, Denise	Food Services Director	Cushing ISD
Ferguson, John	Maintenance Director	Cushing ISD
Johnson, Shane	Security Resource Officer	Cushing ISD
Ray, Michelle	PK Teacher	Cushing Elementary School
Sanders, Holly	PK Teacher	Cushing Elementary School
Huckaby, Tyson	CTE Teacher	Cushing High School
Calhoon, Rhonda	CTE Teacher	Cushing High School

Names of People Responsible For Implementation

Name	Title	Campus / District
McClure, Jennifer	CTE Teacher	Cushing High School
Russell, Angela	Rtl Teacher	Cushing Elementary School
Sewell, Helen	Rtl Teacher	Cushing Elementary School
Sewell, Reagan	Science Lab Teacher	Cushing Elementary School
Beddingfield, Sheila	Math Models Teacher	Cushing High School
Short, Linda	STAAR Prep Teacher	Cushing High School
Jared, Linda	STAAR Prep Teacher	Cushing High School
Garrett, Marlon	STAAR Prep Teacher	Cushing High School
Jared, Linda	Credit Recovery Teacher	Cushing High School

Highly Qualified Techers

Goal:

	2011	2012	2013	2014
Cushing Elementary	100.00	100.00	100.00	100.00
Cushing ISD	100.00	100.00	100.00	100.00
Cushing Jr-Sr High School	100.00	100.00	100.00	100.00

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Attendance

Attendance

Goal: **100%**

	2009	2010	2011	2012	2013	2014
All Students	95.90	95.70	96.50	96.60	95.70	95.90
African American	96.50	95.20	96.90	96.90	97.70	96.60
Economically Disadvantaged	96.00	95.20	96.50	96.30	95.40	95.60
English Language Learners	98.60	97.10	97.10	97.00	95.90	97.30
Hispanic	97.60	97.00	97.90	97.50	96.30	97.20
Special Education	95.50	94.70	96.50	95.80	94.30	95.00
Two or More Races	0.00	96.50	96.20	96.60	96.20	95.10
White	95.70	95.50	96.40	96.50	95.50	95.70

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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: **4th, 7th**

STAAR Writing

100%

	2013	2014	2015
All Students	71.00	77.00	83.00
Economically Disadvantaged	65.00	73.00	77.00
Hispanic	69.00	67.00	56.00
White	71.00	80.00	87.00

Grade: **5th, 8th-12th**

STAAR Science

100%

	2013	2014	2015
All Students	91.00	88.00	84.00
Economically Disadvantaged	87.00	85.00	81.00
English Language Learners	0.00	0.00	100.00
Hispanic	94.00	90.00	83.00
White	91.00	88.00	83.00

Grade: **3rd-12th**

All Subjects

100%

STAAR

	2013	2014	2015
All Students	83.00	82.00	85.00
African American	72.00	86.00	86.00
Economically Disadvantaged	79.00	79.00	82.00
English Language Learners	67.00	64.00	77.00
Hispanic	86.00	80.00	79.00
Special Education	73.00	70.00	75.00
Two or More Races	84.00	87.00	92.00
White	83.00	82.00	86.00

Grade: **3rd-12th**

STAAR Reading

100%

	2013	2014	2015
All Students	87.00	85.00	89.00
African American	88.00	100.00	71.00
Economically Disadvantaged	84.00	82.00	88.00
English Language Learners	86.00	73.00	86.00
Hispanic	88.00	85.00	88.00
Two or More Races	100.00	75.00	89.00
White	87.00	84.00	90.00

Grade: **8th-12th**

STAAR Social Studies

100%

STAAR

	2013	2014	2015
All Students	76.00	77.00	70.00
Economically Disadvantaged	71.00	69.00	65.00
Hispanic	88.00	86.00	67.00
White	77.00	77.00	69.00

Grade:**9th-12th**

STAAR Mathematics

100%

	2013	2014	2015
All Students	84.00	79.00	96.00
Economically Disadvantaged	80.00	76.00	94.00
White	83.00	78.00	96.00

About Cushing ISD

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:

PK – 12

Enrollment:

493

Highly Qualified Status:

100% HQ Teachers

Accountability Ratings:

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

Demographics

2014 – 2015 Enrollment:

3 – Early Childhood (4 years old)
18 – Prekindergarten
51 – Kindergarten
36 – First Grade
34 – Second Grade
28 – Third Grade
35 – Fourth Grade
31 – Fifth Grade
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:

20 (4.0%) – African American
66 (13.0%) – Hispanic
401 (79.2%) – White
1 (0.2%) – American Indian
2 (0.4%) – Asian
2 (0.4%) – Pacific Islander
14 (2.8%) – Two or More Races

2014 – 2015 Student Groups:

344 (68.0%) – Economically Disadvantaged
20 (4.0%) – English Language Learners (ELL)
5 (0.9%) – Students with Disciplinary Placements
249 (49.2%) – Students Meeting "At-Risk" Criteria
113 (22.3%) - Career and Technical Education
22 (4.3%) - Gifted and Talented Education
60 (11.9%) - Special Education

2014 – 2015 Students per Teacher:

16.7 – Kindergarten
17.5 – Grade 1
17.0 – Grade 2
14.0 – Grade 3
17.5 – Grade 4
15.5 – Grade 5
12.3 – Grade 6

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

Facilities Review

Year facility opened: 1933

Level of occupancy:

Facilities include:

Portable Classrooms/Buildings:

* None

Facilities Update:

- * New Coliseum
- * New Parking Facility
- * New Ag Shop
- * New Tennis Courts
- * New Fieldhouse
- * New Track Surface
- * New Bus Barn
- * New AEP Building/Facility
- * New Playground Equipment
- * Updated and replaced all IT equipment

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

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 Elementary and Cushing High School conduct a Title I Schoolwide Program on the campuses. The Schoolwide Components are addressed in the District Improvement Plan, as well as, in the Campus Improvement Plans under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Needs Assessment Strategy
2. Schoolwide reform strategies.
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Ancillary Services Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #7: Pregnancy Related Services 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
 - Goal #6: Professional Development in Technology 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
 - Goal #7: School Health Advisory Council (SHAC) Activity
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision-Making Committee (DPDMC) Activity
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction 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 Technology 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 ISD received a State Accountability Rating of Met Standard from TEA in 2015. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Student Strengths and Needs:

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

Reading:

89% of All Students met the passing standard in Reading. Passing rates for other student groups ranged from 90% for White students to 71% for African American students.

Math:

The passing standard for the STAAR Math test for grades three 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 in Math. Passing rates for other student groups ranged from 96% for White students to 94% for Economically Disadvantaged.

Writing:

Students in grades four and seven took the STAAR Writing test in 2015. 83% of All Students met the passing standard in Writing. Passing rates for other student groups ranged from 87% for White students to 56% for Hispanic students.

Science:

Students in grades five and eight through eleven took the STAAR Science test in 2015. 84% of All Students met the passing standard in Science. Passing rates for other student groups ranged from 100% for English Language Learners to 81% for Economically Disadvantaged students.

Social Studies:

Students in grades eight through eleven took the STAAR Social Studies test in 2015. 70% of All Students met the passing standard in Social Studies. Passing rates for other student groups ranged from 69% for White students to 65% for Economically Disadvantaged students.

Interventions:

Cushing ISD 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:

- * Prekindergarten Program for eligible students
- * Tutorials during and after school for grades PK – 12
- * RtI (DEN) Program for grades PK – 5
- * Science Lab for grades PK – 5
- * Individualized Instruction for grades PK – 5
- * Intervention Specialist for grades PK – 5
- * STAAR Prep classes for grades 6 – 12, with emphasis on Algebra
- * STAAR Math Lab for grades 9 - 12
- * Credit Recovery Program for grades 6 – 12
- * Math Models class for grades 9 - 12
- * Summer School Program for grades 5, 8 – 12

Faculty and Staff:

100% of the staff at Cushing ISD 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.

Attendance:

Attendance rates at Cushing ISD increased slightly from 95.7% in 2012-2013 to 95.9% 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.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Cushing ISD during the 2013-2014 school year:

- 1) A Response to Intervention (RtI) Program was provided for students in prekindergarten through fifth grade.
- 2) A Science Lab was provided for students in prekindergarten through fifth grade.
- 3) A Prekindergarten Program was provided for qualified students.
- 4) Individualized Instruction was provided for students in kindergarten.
- 5) A Computer Lab was provided for students in prekindergarten through twelfth grade.
- 6) A STAAR preparation program was provided for students in sixth through twelfth grade.
- 7) A STAAR Science preparation program was provided for students in ninth through twelfth grade.
- 8) A Math Models program was provided for students in ninth through twelfth grade.
- 9) A Credit Recovery program was provided for students in sixth through twelfth grade.

Evaluation:

The majority of the above programs proved to be successful in meeting the needs of those students in the Cushing ISD at risk of dropping out of school. Those that were not will be modified in the 2014-2015 school year. If modifications do not improve a program's success rate, it will be discontinued.

1) STAAR Tests:

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:
 - 81% for At Risk students and 93% for Non At Risk students for third grade
 - 66% for At Risk students and 86% for Non At Risk students for fourth grade
 - 100% for At Risk students and 100% for Non At Risk students for fifth grade
 - 55% for At Risk students and 100% for Non At Risk students for sixth grade
 - 87% for At Risk students and 94% for Non At Risk students for seventh grade
 - 100% for At Risk students and 93% for Non At Risk students for eighth grade
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:
 - 44% for At Risk students and 64% for Non At Risk students for third grade
 - 34% for At Risk students and 100% for Non At Risk students for fourth grade
 - 100% for At Risk students and 100% for Non At Risk students for fifth grade
 - 55% for At Risk students and 92% for Non At Risk students for sixth grade
 - 56% for At Risk students and 89% for Non At Risk students for seventh grade
 - 100% for At Risk students and 100% for Non At Risk students for eighth grade
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:
 - 69% for At Risk students and 75% for Non At Risk students for fourth grade
 - 73% for At Risk students and 94% for Non At Risk students for seventh grade
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Science tests:

-82% for At Risk students and 100% for Non At Risk students for fifth grade
-62% for At Risk students and 86% for Non At Risk students for eighth grade

- success rates of 38% for At Risk students and 79% for Non At Risk students, as measured by the number of students who achieved passing scores on the eighth grade STAAR Social Studies test

Reading: Passing rates for third grade At Risk students on the STAAR Reading test increased from 2013 to 2014 by 17%, from 64% in 2013 to 81% in 2014. The percent of Non At Risk students who passed declined from 2013 to 2014 by 7%. 100% of students met the passing standard in 2013, as compared to 93% in 2014.

The passing rate for fourth grade At Risk students on the STAAR Reading test was 66% in 2014. Scores for At Risk fourth grade students on the STAAR Reading test in 2013 were not reported due to the small number of students tested. Non At Risk students saw a slight decline of 2% in the passing from 2013 to 2014. 88% of students met the passing standard in 2013, as compared to 86% in 2014.

Students who were not successful on the first administration of the fifth grade STAAR Reading test in 2014 had two opportunities to retake the test. 100% of At Risk students passed the test in 2013 and 2014. 100% of Non At Risk fifth graders also passed in 2013 and 2014.

Success rates for sixth grade students on the STAAR Reading test were mixed. Passing rates for At Risk students declined by 28% from 2013 to 2014, from 83% in 2013 to 55% in 2014. Non At Risk students saw an increase in passing rates of 24%. 76% of students met the passing standard in 2013, as compared to 100% in 2014.

Success rates for seventh grade At Risk students on the STAAR Reading test declined slightly, from 88% in 2013 to 87% in 2014. Non At Risk students also saw a slight decline in passing rates from 95% in 2013 to 94% in 2014.

Students who were not successful on the first administration of the eighth grade STAAR Reading test in 2014 had two opportunities to retake the test. 100% of At Risk students achieved a passing score in 2013 and 2014. Non At Risk students saw a decline in passing rates of 4%. 97% of students met the passing standard in 2013, as compared to 93% in 2014.

Math: The STAAR Math test was challenging for third grade students. At Risk students saw passing rates decline by 14%, from 58% in 2013 to 44% in 2014. Non At Risk students had a decline in passing rates from 77% in 2013 to 64% in 2014.

The passing rate for At Risk students on the fourth grade STAAR Math test was 34% in 2014. Scores on the fourth grade STAAR Math test for At Risk students in 2013 were not reported due to the small number of students tested. Non At Risk students had an increase in passing rates from 65% in 2013 to 100% in 2014.

Students who were not successful on the first administration of the fifth grade STAAR Math test in 2014 had two opportunities to retake the test. 100% of both At Risk and Non At Risk students passed the test in 2013 and 2014.

Success rates for sixth grade At Risk students on the STAAR Math test increased from 43% in 2013 to 55% in 2014. Non At Risk students also had an increase in passing rates from 84% in 2013 to 92% in 2014.

Success rates for seventh grade At Risk students on the STAAR Math test increased from 50% in 2013 to 56% in 2014. Non At Risk students also saw passing rates increase from 85% in 2013 to 89% in 2014.

Students who were not successful on the first administration of the eighth grade STAAR Math test in 2014 had two opportunities to retake the test. 100% of both At Risk and Non At Risk eighth graders passed the test in 2013 and 2014.

Writing: The passing rate on the STAAR Writing test for fourth grade At Risk students was 69% in 2014. Scores for At Risk students on the fourth grade STAAR Writing test in 2013

were not reported due to the small number of students tested. Non At Risk students saw passing rates increase from 72% in 2013 to 75% in 2014.

Success rates on the seventh grade STAAR Writing test for At Risk students declined from 75% in 2013 to 73% in 2014. Passing rates for Non At Risk students increased from 80% in 2013 to 94% in 2014.

Science: Success rates for fifth grade At Risk students on the STAAR Science test increased from 40% in 2013 to 82% in 2014. Passing rates for Non At Risk students remained constant at 100% from 2013 to 2014.

Success rates for At Risk eighth graders who met the standard on the STAAR Science test increased from 50% in 2013 to 62% in 2014. Non At Risk students had a decline in passing rates from 93% in 2013 to 86% in 2014.

Social Studies: Success rates on the STAAR Social Studies test for eighth grade At Risk students increased from 33% in 2013 to 38% in 2014. Non At Risk students had an increase in passing rates from 63% in 2013 to 79% in 2014.

2) STAAR End of Course exams

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

- 63% for At Risk students and 87% for Non At Risk students for English I
- 60% for At Risk students and 96% for Non At Risk students for English II
- 93% for At Risk students and 100% for Non At Risk students for Algebra I
- 100% for At Risk students and 100% for Non At Risk students for Biology
- 80% for At Risk students and 100% for Non At Risk students in US History

English: In 2014, the STAAR English EOC exams combined the separate English I and II Reading and Writing exams into English I and English II. 63% of At Risk students met the standard on the English I exam and 60% on the English II exam. 87% of Non At Risk students met the standard on the English I exam and 96% met the standard on the English II exam.

Math: The passing rate on the STAAR Algebra I EOC exam for At Risk students was 93% in 2014. Test scores for At Risk students on the STAAR Algebra I EOC exam in 2013 were not reported due to the small number of students tested. Non At Risk students saw passing rates increase from 94% in 2013 to 100% in 2014.

Science: The passing rate on the STAAR Biology EOC exam for At Risk students was 100% in 2014. Test scores for At Risk students on the STAAR Biology EOC exam in 2013 were not reported due to the small number of students tested. Non At Risk students saw passing rates increase from 92% in 2013 to 100% 2014.

Social Studies: 80% of At Risk students were successful on the STAAR US History EOC exam and 100% of Non At Risk students were successful in 2014. No students participated in the US History exam in 2013.

Cushing ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student test scores, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success. Areas of improvement include increased passing rates on the STAAR Reading test for third grade At Risk students, increased passing rates on the STAAR Math test for sixth and seventh grade At Risk students and increased success rates for fifth and eighth grade students on the STAAR Science test. 100% of At Risk students also passed the fifth grade STAAR Reading and Math tests, the eighth grade STAAR Math test and the STAAR Biology EOC exam. Areas of concern include the low success rate of At Risk students in fourth and sixth grade on the STAAR Reading test, as well as low success rates for At Risk students in third, fourth, sixth and seventh grade on the STAAR Math test. Improvement is also needed in passing rates for At Risk students on the fourth grade STAAR Writing, the eighth grade Science and Social Studies tests and the English I and English II EOC exams. Cushing ISD will continue to offer supplemental programs next year because the district believes strategies such as early intervention, small group instruction, test preparation, individualized instruction, science and computer labs, math enrichment and credit recovery help increase academic achievement among students who are at risk of dropping out of school. Cushing ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2014-2015 school year.

District Improvement Plan
Cushing ISD 2015-2016

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents 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>District Planning and Decision-Making Committee (DPDMC) [TI, A SW #8] - The DPDMC is made up of members of the Cushing ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The DPDMC will meet periodically with the Site-Based Decision Making Committees (SBDMCs) to discuss plans, progress and ideas for improving the education and environment at Cushing ISD. [TEC 11.251 (b)]</p> <p>Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Cushing ISD.</p>	8/2015 - 5/2016	Superintendent - Michael Davis	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets - - 01/16: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Cushing ISD.	Documents :Agenda, Minutes, Sign-In Sheets - - 05/16: A current DIP 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.

District Improvement Plan
Cushing ISD 2015-2016

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents 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>Title I, Part A Schoolwide Assistance - The DPDMC, 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 DPDMC 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 ISD DIP.</p> <p>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>Activity:</p> <p>Parent Portal - Parent Portal provides students and parents/guardians with access to real-time student information anytime, from anywhere with a secure internet connection. Parents/guardians will be provided with a user name and password to access Parent Portal from Cushing ISD's webpage. The information that is available includes:</p> <ul style="list-style-type: none"> * Students' Grades * Attendance Issues * Report Cards * Notification of student behavior (poor grades, absences, tardies) * Message Center * Student Schedules 	<p>7/2015 - 6/2016</p>	<p>Superintendent - Michael Davis</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,852.00</p> <p>Federal - Title II, Part A - TPTR - SECCA, Inc. Consulting Services \$600.00</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 12/15: Cushing ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Cushing ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records - - 05/16: Cushing ISD will receive the State Accountability Rating of Met Standard.</p>
<p>Activity:</p> <p>Parent Portal - Parent Portal provides students and parents/guardians with access to real-time student information anytime, from anywhere with a secure internet connection. Parents/guardians will be provided with a user name and password to access Parent Portal from Cushing ISD's webpage. The information that is available includes:</p> <ul style="list-style-type: none"> * Students' Grades * Attendance Issues * Report Cards * Notification of student behavior (poor grades, absences, tardies) * Message Center * Student Schedules 	<p>8/2015 - 5/2016</p>	<p>High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	<p>Local Funds - Parent Portal Site License</p>	<p>Increased student achievement with the support of Cushing ISD parents.</p>	<p>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.</p>	<p>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.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Events and Programs [TI, A SW #6] - Cushing ISD 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 * Fall Fundraiser * Veteran's Day * Texas Public School Week * Donuts with Dad * Muffins with Mom * Grand Cakes with Grandparents * Family Computer Day * Family Math Night * Read with a Student * Field Day * Classroom and End of Year Parties * Sneak-a-Peek * Parent of the Month * Fabulous Five — teachers will call five parents a week to report something positive about their students	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	Coordinated Funds - Time Contributions of Faculty and Staff		Increased student achievement with the support of Cushing ISD 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.

District Improvement Plan
Cushing ISD 2015-2016

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents 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>Federal and State Education Program and Services - Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Cushing ISD participates and that are available to their students at each of the campuses. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and State programs that will be conducted by Cushing ISD in the upcoming school year and in the development of the application for federal funding.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2015 - 5/2016	Superintendent - Michael Davis	Coordinated Funds - Time Contributions of Parents, Staff and Community Members	<p>Documents :Parent Contact Logs - 08/15: 100% of the Cushing ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.</p> <p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: DPDMC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.</p>	Parents as full partners with educators in the education of Cushing ISD students.	<p>Documents :Agenda, Minutes, Sign-In Sheets - 05/16: DPDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Cushing ISD, and that they were able to make educated decisions regarding their student's participation in educational programs of Cushing ISD.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents 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>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	Superintendent - Michael Davis	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>

District Improvement Plan
Cushing ISD 2015-2016

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents 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>Evaluation of Parental Involvement Program [TI, A SW #6] - Parents are involved in the evaluation of the district's Parental Involvement Program and the District Improvement Plan (DIP). 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.</p> <p>The DPDMC 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 district 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	Superintendent - Michael Davis	Local Funds - Time Contributions of Committee Members	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: An approved District 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 - 01/16: DPDMC 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: DPDMC 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>

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives [TI, A SW #1] - The DPDMC will meet periodically 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>District performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2015 - 8/2015	Superintendent - Michael Davis	Local Funds - Time Contributions of Committee Members		The district performance objectives will support the needs of Cushing ISD.	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: DPDMC 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, #2] - 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 Elementary Principal - Martha Lee	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.	Informal Assessment :Classroom Assessments - 08/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - 05/16: 100% of all students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 – 12 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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-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 - K – 2: Kindergarten students will be administered the Bracken Readiness Test and Star Readiness Test to determine students' readiness for Kindergarten.</p> <p>Students in grades K – 2 will be administered the STAR Early Literacy diagnostic tests are to determine specific strengths and weaknesses in the development of reading skills. AIMSweb Assessments will be administered to students periodically throughout the school year to determine specific strengths and weaknesses in the development of academic skills and track progress.</p> <p>Students in 1st and 2nd grade will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level.</p> <p>3 – 5: Students will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level. AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments will be administered to students periodically throughout</p>	<p>8/2015 - 5/2016</p>	<p>Counselor - Jenifer LoStracco</p>	<p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 90% of all Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 12/15: 80% of students will be reading at, or above grade level.</p>	<p>Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.</p>	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of all Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 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 in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and track progress.</p> <p>6 – 12: Students will be administered AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments will be administered to students periodically throughout the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and track progress.</p> <p>Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, STAAR Modified, STAAR Alternate, 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.</p> <p>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.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	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. All targeted student groups show improvement on STAAR tests.	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 in grades 3 – 12 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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-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>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB). The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 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. The STAAR EOC assessments will be administered to students in grades 9 - 12.</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>	<p>1/2016 - 6/2016</p>	<p>High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	<p>State and Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>Meets Academic Performance Standards on the TAPR.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>Strategy:</p> <p>Early Intervention Program (TI, A SW #7) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless.</p> <p>Cushing Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK goals and vertically aligned with Head Start. Students will visit the Pumpkin Patch and Kid's Depot.</p> <p>Activity:</p> <p>Prekindergarten Registration and Orientation - Parents and students are invited to PK registration and orientation in order to assist preschool children in the transition from early childhood programs to elementary school and orient all students to the Cushing Elementary programs and services.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Martha Lee PK Teacher - Michelle Ray PK Teacher - Holly Sanders Superintendent - Michael Davis</p>	<p>Federal - Title I, Part A - Time Contributions of PK Teachers FTE: 1.00 \$44,610.29</p> <p>State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00 \$14,913.80</p> <p>State - PK Supplemental Funding - PK Resources \$2,106.00</p>	<p>Documents :Teacher Records - 12/15: 80% of all students mastering appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an at-risk situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/16: 100% of all PK students will master the State's Prekindergarten goals.</p>
<p>Activity:</p> <p>Prekindergarten Registration and Orientation - Parents and students are invited to PK registration and orientation in order to assist preschool children in the transition from early childhood programs to elementary school and orient all students to the Cushing Elementary programs and services.</p>	<p>7/2015 - 8/2015</p>	<p>PK Teacher - Michelle Ray PK Teacher - Holly Sanders Elementary Principal - Martha Lee</p>	<p>Coordinated Funds - Time Contributions of PK Staff FTE: 3.00</p>		<p>Smooth transition period between early education programs and PK.</p>	<p>Documents :Student Records - - 08/15: PK students have an easier adjustment period due to the visit and orientation.</p>

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Activity: Prekindergarten Assessment - In August, a Teacher-Made Developmental Checklist is administered to all PK students to determine student developmental levels, deficiencies and to identify students meeting the State-adopted at-risk criteria.	August 2015	PK Teacher - Michelle Ray PK Teacher - Holly Sanders	Coordinated Funds - Time Contributions of PK Staff FTE: 3.00		Students with prerequisite early school readiness skills for success in Kindergarten.	Documents :Teacher Records - - 08/15: 80% of all students mastering appropriate developmental skills, as indicated by teacher records.
Activity: Prekindergarten Transition [TI, A SW #7] - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Cushing Elementary.	8/2015 - 5/2016	PK Teacher - Michelle Ray PK Teacher - Holly Sanders Elementary Principal - Martha Lee	Coordinated Funds - Time Contributions of PK Staff FTE: 3.00	Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals.
Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include classroom visits, student teaming, team teaching and parent meetings.						Informal Assessment :Classroom Assessments - - 05/16: 100% of students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.
Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.						
The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.						

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Strategy: Accelerated Instruction [TI, A SW #2, #9] - Cushing ISD 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.	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	Federal - Title I, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$7,100.00</p> State - State Compensatory Education (SCE) - Supplemental Instructional Resources <p style="text-align: right;">\$14,000.00</p>		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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>"Students at Risk of Dropping out of School" Assessment - Cushing ISD 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) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p> <p>(5) is pregnant or is a parent;</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments	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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-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>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <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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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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Activity: Tutorial Program - A Tutorial program is available to students in grades PK – 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 Elementary Principal - Martha Lee	State - State Compensatory Education (SCE) - Extra Duty Pay for ES Tutorial Teachers \$30,000.00 State - State Compensatory Education (SCE) - Extra Duty Pay for HS Tutorial Teachers \$5,000.00 Federal - Title I, Part A - Extra Duty Pay for HS Tutorial Teachers \$16,240.00	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/16: 100% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 – 12 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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Activity: DEN/Response to Intervention (RtI) - Students in grades PK – 5 who have not met the minimum expectations on the STAAR tests, or who have failed a class any in core subject area will be provided daily supplemental instruction through the DEN Program/Response to Intervention (RtI). These classes 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 concepts in core subject areas. The program provides: (1) High-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need. (2) Frequent monitoring of student progress to make results-based academic or behavioral decisions. (3) Data-Based school improvement. (4) The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, and instructional goals and methodologies.	8/2015 - 5/2016	RtI Teacher - Helen Sewell RtI Teacher - Angela Russell Elementary Principal - Martha Lee	State - State Compensatory Education (SCE) - Time Contributions of RtI Teachers FTE: 1.50 <p style="text-align: right;">\$77,171.43</p>	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/16: 100% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests.

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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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-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: Science Lab - A Science Lab is designed to assist students in grades PK – 5 who need additional assistance in mastering science concepts.</p>	8/2015 - 5/2016	Science Lab Teacher - Reagan Sewell Elementary Principal - Martha Lee	State - State Compensatory Education (SCE) - Time Contributions of Science Lab Teacher FTE: 1.00 \$51,447.62	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass Science benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/16: 100% of students will pass Science benchmark tests. Criterion-Referenced Test :STAAR Science - - 05/16: 100% of 5th grade students will pass the STAAR Science test.
<p>Activity: STAAR Preparation Program - 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. STAAR Math classes will also be available for students in grades 9 – 12. 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.</p>	8/2015 - 5/2016	STAAR Prep Teacher - Linda Short STAAR Prep Teacher - Linda Jared High School Principal - Andy Gresham	State - State Compensatory Education (SCE) - Time Contributions of STAAR Prep Teachers FTE: 1.14 \$58,461.36 State - State Compensatory Education (SCE) - Time Contributions of STAAR Math Teacher FTE: 0.14 \$4,497.18	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/16: 100% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 6 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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.</p>	8/2015 - 5/2016	Math Models Teacher - Sheila Beddingfield High School Principal - Andy Gresham	<p>State - State Compensatory Education (SCE) - Time Contributions of Math Models Teacher FTE: 0.14</p> <p style="text-align: right;">\$7,351.86</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass Math benchmark tests.</p>	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of students will pass Math benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will pass the STAAR Algebra I Exam.</p>
<p>Activity:</p> <p>Supplemental Instructional Assistance - Instructional aides will provide small group and individualized assistance to students in grades PK - 5 who are experiencing difficulty with mastering concepts in core subject areas or meeting minimum standards on the STAAR tests.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Aides FTE: 1.32</p> <p style="text-align: right;">\$21,387.08</p> <p>Federal - Title I, Part A - Time Contributions of ES Aide FTE: 1.00</p> <p style="text-align: right;">\$22,797.30</p> <p>Federal - Title II, Part A - TPTR - Time Contributions of ES Aide FTE: 0.68</p> <p style="text-align: right;">\$13,889.37</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/16: 100% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Summer School - Summer School assistance in Reading, Math, Science and Social Studies is available to students in grades five, eight, nine, tenth, eleventh and twelfth who did meet the standards on the STAAR assessments. Summer school will be 4 weeks long.</p>	June 2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	<p>Local Funds - Time Contributions of Summer School Staff</p>		Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 06/16: 100% of students will be promoted to the next grade or receive on-time credit accrual.</p>

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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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>
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 Elementary Principal - Martha Lee	State - Special Education Block Grant - Special Education Allotment \$395,085.00	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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-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>	<p>8/2015 - 5/2016</p>	<p>Counselor - Jenifer LoStracco</p>	<p>State and Local Funds - Assessment Instruments</p>		<p>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.</p>	<p>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.</p>

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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: Special Education Modifications - Cushing ISD provides a range of educational programs and different instructional arrangements for students with disabilities. These include a Resource pullout class, Inclusion in the regular classroom, Content Mastery, Life Skills and PPCD. The appropriate instructional setting will be determined for each student by ARD committees. The "Least Restrictive Environment" required for academic success is always a main consideration.	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	State and Local Funds - Time Contributions of Special Education Staff	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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>Related Services - Cushing ISD 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.</p> <p>1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Services support IEP goals and are based on assessment and educational needs.</p> <p>3) 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, Visually Impaired Services, Psychological Services and Counseling Services.</p> <p>These services are provided by the Nacogdoches County Co-Op, which includes Cushing ISD as a member.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Cushing ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial, * countywide—contact with each school district and * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	7/2015 - 6/2016	Superintendent - Michael Davis Curriculum Director - Stefani Jackson	State and Local Funds - Child Find Resources	Documents :School Records - - 12/15: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.	100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documents :School Records - - 06/16: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>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	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham	State and Local Funds - Time Contributions of Faculty and Staff		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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>English as a Second Language (ESL) Program - Cushing ISD 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.</p> <p>Cushing ISD will provide services for Limited English Proficiency (LEP) students and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	State - State Bilingual Block Grant - Bilingual Education Allotment <p style="text-align: right;">\$14,538.00</p> Federal - Title III, Part A - LEP - Region VII SSA <p style="text-align: right;">\$1,989.00</p>	See Activities below.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	See Activities below.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</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>Activity:</p> <p>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.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K - 12. In grades K - 1, TELPAS includes holistically rated listening, speaking, reading and writing assessments. In grades 2 - 12, this includes multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>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.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments	<p>Documents :Counselor Records - - 12/15: 100% of LEP students are identified in a legal and timely manner and are appropriately placed in the ESL program by the LPAC.</p> <p>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.</p>	Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of ESL students in grades 3 - 12 will pass the STAAR Reading or STAAR English exams in English and/or Spanish.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for LEP Students - Based on LPAC prescription, LEP students in grades K - 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.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills and competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs and English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>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.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	State and Local Funds - Time Contributions of ESL Staff	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.	Documents :Student Records - - 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 in grades 3 - 12 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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-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>LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 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</p>	<p>8/2015 - 5/2016</p>	<p>Curriculum Director - Stefani Jackson Counselor - Jenifer LoStracco</p>	<p>State and Local Funds - Time Contributions of ESL Staff and LPAC</p>	<p>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.</p>	<p>Increase in number of students eligible to exit the ESL Program.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3 - 12 will pass the STAAR Reading or STAAR English EOC exams in English and/or Spanish.</p>

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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 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>Dyslexia Program - Cushing ISD 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 Dyslexia Coordinator - Helen Sewell	Local Funds - Time Contributions of Dyslexia Staff	See Activities below.	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-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: 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.</p> <p>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.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments		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.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
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 ISD. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Cushing Elementary uses the Scottish-Rite Program and Take Flight Curriculum to provide students with strategies to help them to become successful readers. Students participate in a daily 30 minute pullout class.</p> <p>Cushing High School students are provided with computer aided instruction daily for 60 minutes to help them to become successful readers.</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, as well as, coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</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 and Dyslexia Coordinator.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 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.	<p>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.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all Dyslexic students in grades 3 - 12 will pass the STAAR Reading or STAAR English exams.</p>

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</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>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. 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 providing 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 Counselor - Jenifer LoStracco 504 Coordinator - Angela Russell	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/15: 80% of students will pass campus benchmark tests.	504 students receiving an equitable education compared to their non-504 peers.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Gifted and Talented (G/T) Program - Cushing ISD 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.</p> <p>Activity:</p> <p>G/T Assessment - Students in grades 1 – 12 are eligible to participate in the Gifted/Talented (G/T) program of Cushing ISD. Kindergarten students are screened in the spring, transfer students will participate in the program if identified as G/T at their previous school. Current students are nominated through teacher/parent recommendations.</p> <p>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)</p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> * Portfolios * Teacher recommendations * Parent nomination * Standardized tests. 	8/2015 - 5/2016	Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee G/T Instructor - Amy Simmons	State - State Gifted and Talented Block Grant - G/T Adjusted Allotment \$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.
<p>Activity:</p> <p>G/T Assessment - Students in grades 1 – 12 are eligible to participate in the Gifted/Talented (G/T) program of Cushing ISD. Kindergarten students are screened in the spring, transfer students will participate in the program if identified as G/T at their previous school. Current students are nominated through teacher/parent recommendations.</p> <p>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)</p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> * Portfolios * Teacher recommendations * Parent nomination * Standardized tests. 	8/2015 - 5/2016	Counselor - Jenifer LoStracco	State and Local Funds - Assessment Instruments		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 offered the opportunity to participate in the program, per Counselor Records.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>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.</p> <p>Elementary G/T students will be provided with opportunities to serve as peer mentors for other students.</p> <p>High School 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).</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson G/T Instructor - Amy Simmons	State and Local Funds - Time Contributions of G/T Staff	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 offered the opportunity to participate in the program, 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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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>Strategy:</p> <p>Career and Technology 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 CTE Teacher - Tyson Huckaby CTE Teacher - Rhonda Calhoon CTE Teacher - Jennifer McClure High School Principal - Andy Gresham	State - State Career and Technology Education Block Grant - CTE Allotment \$202,181.00 Federal - Carl D. Perkins Vocational & Applied Technology - Carl Perkins Co-Op \$5,425.00	Documents :Campus Records - 12/15: Campus Records indicate an increase in the number of students enrolled in Career and Technology 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.

<p>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, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-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.</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>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 						

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
- 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 [TI, A SW #2(c)(1) (2)] - Cushing ISD 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 Elementary Principal - Martha Lee	Coordinated 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 all students in grades 3 – 12 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.

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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
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 * Responsive services * 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 FTE: 1.00	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 all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
Cushing ISD 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, #7, #9, #10) [TEC §4.001 (b)(2)(4)] Objective(s): PK-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
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include: <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 * Blue Bonnet Reading Program and Incentives * Blue Bonnet Voting Party * Book Parade (Dress like Book Character) 	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee Library Aide - Kay Hooper	Local Funds - Time Contributions of Library Staff FTE: 2.00 State - State Compensatory Education (SCE) - Accelerated Reader Reading Materials \$3,500.00	Documents :Librarian and Teacher Records - - 12/15: All Cushing ISD students have access to the library on a regularly scheduled basis. Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.	The Cushing ISD 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.
Activity: 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. 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 ISD will be in compliance with federal Homeless regulations.	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - Homeless Resources	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.	No student will suffer an interruption in his/her education because of homelessness. 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.	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.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [TEC §4.001 (b)(3)]						
Objective(s): PK-12th Achieve student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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. For more information, see Campus Improvement Plans.</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>	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - Time Contributions of Attendance Staff and Committee Local Funds - Attendance Incentives	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. 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.	Through the use of positive reinforcements, Cushing ISD faculty will encourage academic growth and increased student attendance.	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. Documents :Parent Contact Logs - 05/16: Contact with 100% of parents/guardians of students who have excessive absences.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [TEC §4.001 (b)(3)]						
Objective(s): PK-12th Achieve student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Extracurricular Activities - Cushing ISD 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.	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	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.
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: * 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)
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.	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) [TEC §4.001 (b)(3)]						
Objective(s): PK-12th Achieve student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary, Junior High, and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows 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 Elementary Principal - Martha Lee	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: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [TEC §4.001 (b)(3)]

Objective(s): PK-12th Achieve student dropout rate of 0%.
 PK-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>

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: Supporting Positive Behavior - Cushing Elementary has various programs and strategies in place to promote positive behavior and reduce discipline referrals. These include: * Character Education Program with Weekly Classes * Beginnings of a Hero * Bully Alert Character Education Program * Student of the Month * Spirit and Pride Week (Homecoming Week) * 100th Day Celebration * Leo the Lion Program * Behavior Intervention Program * Jump Start * Tunnel Kats Program	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff		Students will become more diversified, goal-oriented and well-rounded individuals. Students with challenging behaviors will receive the same educational opportunities and support as their peers.	Documents :Discipline Records - 05/16: 20% reduction in discipline referrals in comparison 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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Counselor FTE: 1.00 Local Funds - Prep Materials		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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Cushing High School will offer ACT and SAT prep courses to increase the percent and performance of students taking college entrance exams.</p> <p>Strategy:</p> <p>College Preparation - Students in grades 9 – 12 have opportunities to earn college credit through the following methods:</p> <p>* Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB).</p> <p>* Enrollment in an AP or dual credit course through the Texas Virtual School Network.</p> <p>* Enrollment in courses taught in conjunction and in partnership with Stephen F. Austin State University and Angelina College.</p> <p>* Certain CTE courses.</p>	8/2015 - 5/2016	High School Principal - Andy Gresham Counselor - Jenifer LoStracco	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 :Counselor 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): PK-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
Strategy: Professional Development Program [TI, A SW #3, #4, #5] - The Cushing ISD Superintendent, Curriculum Director, Campus Principals, DPDMC and SBDMCs 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) Writing Academy 3) Modifications for ESL, G/T and Special Education 4) Technology Integration 5) Sheltered Instruction 6) Differentiated Instruction 7) Instructional activities tied to the TEKS and STAAR 8) Effective strategies for dropout prevention, credit recovery, and discipline issues.	8/2015 - 5/2016	Superintendent - Michael Davis Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - PD Expenses	Documents :Agenda, Minutes, Sign-In Sheets - 12/15: A professional development program will have been designed that meets the needs of Cushing ISD.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 05/16: Cushing ISD and the DPDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

<p>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)]</p> <p>Objective(s): PK-12th Recruit highly qualified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.</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>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The DPDMC and SBDMCs 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 ISD maintains a 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Cushing ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Cushing ISD 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	Superintendent - Michael Davis	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: 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): PK-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
Activity: KATS Mentoring Program - New teachers will be tracked, assessed and mentored through the KATS Mentoring Program. This program will provide support and ongoing professional development for beginning teachers, improve their performance and effectiveness to increase student achievement, provide support and training for mentor teachers, provide training to administrators to support beginning teachers and mentors and increase beginning teacher retention.	8/2015 - 5/2016	High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - Texas Beginning Educator Support System (TxBESS) Training Materials		100% of high quality beginning teachers will be retained.	Documents :HR Records - - 05/16: Cushing ISD will retain 100% of its new personnel. Documents :Professional Development Records - - 05/16: 100% of new teachers will score "Proficient" or above on the Professional Development and Appraisal System (PDAS).

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, #4)
[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>

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, #4) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Needs Assessment [TI, A SW #1] - As part of the Comprehensive Needs Assessment, Cushing ISD 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 to name just a few.</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 district 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. <p>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</p>	<p>August 2015</p>	<p>Superintendent - Michael Davis Curriculum Director - Stefani Jackson High School Principal - Andy Gresham Elementary Principal - Martha Lee Technology Director - John Ferguson</p>	<p>Local Funds - Time Contributions of Committee Members</p> <p>Coordinated Funds - Technology Resources</p>		<p>The educational system of Cushing ISD 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.</p>	<p>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.</p>

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, #4)
[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>
in order to improve student achievement.						

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, #4) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum - Cushing ISD classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Compass Learning, Study Island, and Education City 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 will 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) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support and extend class instruction. Faculty uses the Internet to access innumerable educational resources. 5) Internet access provides students access to an unlimited number of websites for research projects—material unavailable through traditional library access. 6) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 7) Instructional management	8/2015 - 5/2016	Technology Director - John Ferguson	Local Funds - Time Contributions of Technology Staff Local Funds - Site Licenses	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.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students like Special Education students and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.

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, #4) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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.</p> <p>Strategy:</p> <p>Technology Policies - Every Cushing ISD faculty member, student and parent having access to Cushing ISD 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.</p> <p>Cushing ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Cushing ISD 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).</p> <p>Strategy:</p> <p>Professional Development in Technology [TI, A SW #4] - The staff of Cushing ISD will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed.</p>	<p>8/2015 - 5/2016</p>	<p>Technology Director - John Ferguson High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	<p>Local Funds - Technology Policies</p>	<p>Documents :School Records - 08/15: 100% of the students at Cushing ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.</p>	<p>Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.</p>	<p>Documents :School Records - 06/16: No incidents of students breaking the Acceptable Use Policy.</p>
<p>Professional Development in Technology [TI, A SW #4] - The staff of Cushing ISD will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed.</p>	<p>8/2015 - 5/2016</p>	<p>Technology Director - John Ferguson High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	<p>Coordinated Funds - Technology-Related PD Expenses</p>	<p>Documents :Principal Records - 12/15: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.</p>	<p>All staff and students using technology appropriately and efficiently.</p> <p>Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles.</p>	<p>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.</p>

Goal: 7 Cushing ISD 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, #6, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-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.

PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.

PK-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>

<p>Goal: 7 Cushing ISD 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, #6, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-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>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 students' 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 	8/2015 - 5/2016	Superintendent - Michael Davis	Local Funds - Time Contributions of Staff	Informal Assessment :Health and Fitness Assessment - 12/15: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Health and Fitness Assessment - 05/16: 100% of students passing all health-related end of year assessments.</p> <p>Documents :Campus Records - 05/16: 20% decrease in health-related risk behaviors in comparison to the previous year.</p>

<p>Goal: 7 Cushing ISD 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, #6, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-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>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>that integrates mental and physical learning experiences to promote 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: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Cushing ISD 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	<p>Superintendent - Michael Davis High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	<p>Local Funds - Time Contributions of Staff FTE: 1.00</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>Documents :Nurse Records - 12/16: 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>Goal: 7 Cushing ISD 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, #6, #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-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>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>School Health Advisory Council (SHAC) [TI, A SW #6] - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services; * Counseling and guidance services; * A safe and healthy school environment; and * School employee wellness. (Local Policy EHAA, TEC 28.004(c)) 	8/2015 - 5/2016	Superintendent - Michael Davis	Local Funds - Time Contributions of SHAC Committee		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Agenda, Minutes, Sign-In Sheets - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.

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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>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> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <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. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	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>

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<p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Cushing ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and * have Individual Education Plans (IEPs) that prescribe the needed services. 	8/2015 - 5/2016	Superintendent - Michael Davis	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/16: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

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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>Safe School Initiatives - The health and safety of Cushing ISD 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 ISD 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 Security Resource Officer - Shane Johnson High School Principal - Andy Gresham Elementary Principal - Martha Lee</p>	Local Funds - Time Contributions of Faculty and Staff	<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>	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Records - 05/16: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.

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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>

District Improvement Plan
Cushing ISD 2015-2016

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<p>Activity:</p> <p>Emergency and Security Operations - Cushing ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of each of the campuses 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 ISD will make any necessary changes to improve safety and security for their students.</p> <p>Cushing ISD 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	Superintendent - Michael Davis	<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 :School Records - - 08/15: An Emergency Action Plan has been implemented and 100% of staff has received training.</p>	Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.	<p>Documents :School Records - - 05/16: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

District Improvement Plan
Cushing ISD 2015-2016

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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 at each campus and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing ISD 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 - 7/2016	Superintendent - Michael Davis	<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 so that the Plan fits all of the needs of each campus 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: Each campus 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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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children Policy - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the Principal's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted</p>	8/2015 - 5/2016	Superintendent - Michael Davis	Coordinated Funds - Time Contributions of Staff and Faculty	Documents :School Records - - 08/15: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.	Documents :School Records - - 05/16: Sexual Abuse policy will have been implemented.

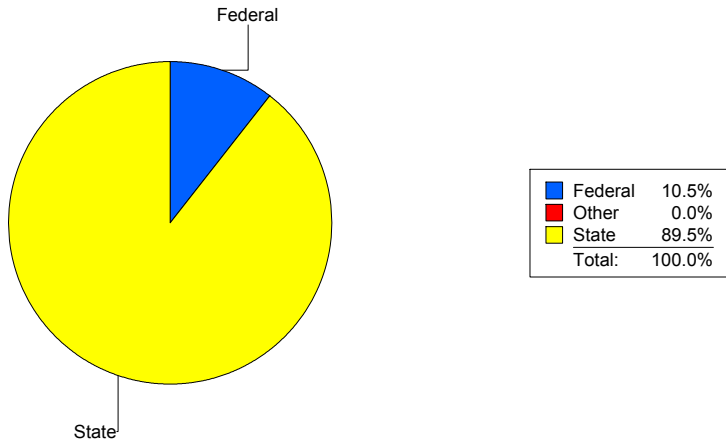
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<p>adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm</p> <p>http://sapn.nonprofitoffice.com/</p> <p>http://www.taasa.org/member/materials2.php</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p>						

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<p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p> <p>Strategy:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Cushing ISD 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 Principals, 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	Counselor - Jenifer LoStracco High School Principal - Andy Gresham Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	<p>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.</p> <p>Documents :Counselor Records - 12/15: Counselor's Summary Report will indicate that 80% of Cushing ISD students have a heightened awareness of the dangers of substance use and abuse.</p>	<p>Reduction in PEIMS 425 Incidents.</p> <p>A drug-free student body, faculty and staff.</p>	<p>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.</p> <p>Documents :Counselor Records - 05/16: Counselor's Summary Report will indicate that 100% of Cushing ISD students have a heightened awareness of the dangers of substance use and abuse.</p>

District Improvement Plan
Cushing ISD 2015-2016

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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>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 FTE: 1.00	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



District Improvement Plan
Cushing ISD 2015-2016

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins Vocational & Applied Technology Carl Perkins Co-Op	0.00	\$5425.00
Title I, Part A		
Extra Duty Pay for HS Tutorial Teachers	0.00	\$16240.00
Time Contributions of ES Aide	1.00	\$22797.30
Time Contributions of PK Teachers	1.00	\$44610.29
Supplemental Instructional Resources	0.00	\$7100.00
SECCA, Inc. Consulting Services	0.00	\$1852.00
Title II, Part A - TPTR		
SECCA, Inc. Consulting Services	0.00	\$600.00
Time Contributions of ES Aide	0.68	\$13889.37
Title III, Part A - LEP		

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title III, Part A - LEP		
Region VII SSA	0.00	\$1989.00
		<u>\$114,502.96</u>
 Other	 <u>FTE</u>	 <u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Technology Resources	0.00	\$0.00
Technology-Related PD Expenses	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
 Local Funds		
Time Contributions of Staff	1.00	\$0.00
Time Contributions of SHAC Committee	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Texas Beginning Educator Support System (TxBESS) Training Materials	0.00	\$0.00
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

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
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
Homeless Resources	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
Training Expenses for Non-HQ Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
PD Expenses	0.00	\$0.00
Region VII Personnel Services Cooperative	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents, Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Parent Portal Site License	0.00	\$0.00
Parent Notifications Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Summer School Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Library Staff	2.00	\$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	1.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Site Licenses	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Attendance Staff and Committee	0.00	\$0.00
Attendance Incentives	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 Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
Prep Materials	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
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Communication Vehicles	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
High School Allotment		
High School Allotment	0.00	\$45375.00
PK Supplemental Funding		
PK Resources	0.00	\$2106.00
Special Education Block Grant		
Special Education Allotment	0.00	\$395085.00
State Bilingual Block Grant		
Bilingual Education Allotment	0.00	\$14538.00
State Career and Technology Education Block Grant		
CTE Allotment	0.00	\$202181.00

Funding Values By Program

State	FTE	DollarValue
State Compensatory Education (SCE)		
Supplemental Instructional Resources	0.00	\$14000.00
Time Contributions of PK Aide	1.00	\$14913.80
Extra Duty Pay for ES Tutorial Teachers	0.00	\$30000.00
Time Contributions of Rtl Teachers	1.50	\$77171.43
Time Contributions of Science Lab Teacher	1.00	\$51447.62
Time Contributions of STAAR Prep Teachers	1.14	\$58461.36
Time Contributions of STAAR Math Teacher	0.14	\$4497.18
Time Contributions of Math Models Teacher	0.14	\$7351.86
Time Contributions of ES Aides	1.32	\$21387.08
Accelerated Reader Reading Materials	0.00	\$3500.00
Time Contributions of Credit Recovery Teacher	0.86	\$0.00
Extra Duty Pay for HS Tutorial Teachers	0.00	\$5000.00
Time Contributions of Substitutes	0.00	\$14261.37
State Gifted and Talented Block Grant		
G/T Adjusted Allotment	0.00	\$18644.00
		<u>\$979,920.70</u>
Grand Total:		\$1,094,423.66