

Cushing Elementary School 2019-2020

Campus Improvement Plan

2019-2020 School Year

Campus Improvement Plan
Cushing Elementary School 2019-2020

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Jackson, Stefani	Principal	Cushing Elementary School	
Copeland, Casey	Technology Director	Cushing ISD	5-2020
Cruz, Dee	Teacher/Special Programs	Cushing Elementary School	5-2020
Johnson, Shane	Nurse/School Police	Cushing ISD	5-2020
Williamson, Laurie	Teacher	Cushing Elementary School	5-2020
Evans, Courtney	Teacher	Cushing Elementary School	5-2020
Sprayberry, Shea	Teacher	Cushing Elementary School	5-2020
Simmons, Amy	Teacher	Cushing Elementary School	5-2020
McQueen, Rachel	Teacher	Cushing Elementary School	5-2020
Fannin, Foster	Teacher	Cushing Elementary School	5-2020
Procell, Candi	Teacher	Cushing Elementary School	5-2020
Tamez, April	Parent	Cushing Elementary School	5-2020
McCormack, Linda	Community Representative	Cushing Elementary School	5-2020
Jackson, Charley	Business Representative	Cushing Elementary School	5-2020

Campus Improvement Plan
Cushing Elementary School 2019-2020

Names of People Responsible For Implementation

Name	Title	Campus / District
Davis, Michael	Superintendent	Cushing ISD
Gresham, Gina	Homeless Liaison	Cushing ISD
Jackson, Stefani	Elementary Principal	Cushing Elementary School
Ivy, Starla	Secretary	Cushing Elementary School
Alvy, Charity	Nurse	Cushing Elementary School
Gresham, Gina	Counselor	Cushing Elementary School
Cruz, Dee	Teacher/Special Programs	Cushing Elementary School
Copeland, Casey	Technology Director	Cushing ISD
Johnson, Shane	Security Resource Officer	Cushing ISD
Fannin, Foster	Band Director	Cushing ISD
Simmons, Amy	Dyslexia Coordinator	Cushing ISD
Evans, Courtney	PK Teacher	Cushing Elementary School
Russell, Erin	PK Teacher	Cushing Elementary School
Ellis, Amy	Kindergarten Teacher	Cushing Elementary School
Martin, Sharon	Kindergarten Teacher	Cushing Elementary School
Williamson, Laurie	First Grade Teacher	Cushing Elementary School
Wyatt, Erin	First Grade Teacher	Cushing Elementary School
Engle, Harlie	Second Grade Teacher	Cushing Elementary School
Sprayberry, Shae	Second Grade Teacher	Cushing Elementary School
Russell, Angela	Third Grade Teacher	Cushing Elementary School
McQueen, Rachel	Third Grade Teacher	Cushing Elementary School
Procell, Candi	Fourth Grade Teacher	Cushing Elementary School
Moore, Jill	Fourth Grade Teacher	Cushing Elementary School
Crumpton, Tracy	Fifth Grade Teacher	Cushing Elementary School

Campus Improvement Plan
Cushing Elementary School 2019-2020

Names of People Responsible For Implementation

Name	Title	Campus / District
Miller, Kaytlyn	Fifth Grade Teacher	Cushing Elementary School
Downs, Nikki	Special Education Teacher	Cushing Elementary School
Cruz, Dee	Rtl Teacher	Cushing Elementary School
Russell, Donna	Rtl Teacher	Cushing Elementary School
McGarrett, Walter	Science Lab Teacher	Cushing Elementary School
Collier, Debby	Technology Support	Cushing Elementary School
Willis, Stacey	PE Teacher	Cushing Elementary School
Ripley, Alisa	Art Teacher	Cushing Elementary School
Fannin, Foster	Music Teacher	Cushing Elementary School
Ramirez, Martha	PK Aide	Cushing Elementary School
O'Hanlon, Carrie	PK Aide	Cushing Elementary School
Poskey, Valori	Library Aide	Cushing Elementary School
Davis, Janie	Intervention Aide	Cushing Elementary School
Leutwyler, Diana	Rtl Aide	Cushing Elementary School
Gresham, Belinda	Rtl Aide	Cushing Elementary School
Roberson, Tracey	Rtl Aide	Cushing Elementary School
Galindo, Talia	Instructional Aide	Cushing Elementary School

Campus Improvement Plan
Cushing Elementary School 2019-2020

STAAR

Grade: **3rd-5th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	81.00	75.00	92.00	87.00	85.00	78.00	86.00	90.67	95.33	100.00
African American	0.00	82.00	100.00	77.00	70.00	0.00	84.00	89.33	94.67	100.00
American Indian	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian	0.00	0.00	0.00	83.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	78.00	72.00	89.00	85.00	84.00	73.00	84.00	89.33	94.67	100.00
English Language Learners	67.00	58.00	86.00	81.00	73.00	0.00	0.00	82.00	91.00	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	75.00	83.33	91.67	100.00
Hispanic	68.00	66.00	88.00	85.00	80.00	68.00	89.00	92.67	96.33	100.00
Special Education	0.00	62.00	69.00	81.00	75.00	58.00	70.00	80.00	90.00	100.00
Two or More Races	0.00	88.00	86.00	100.00	100.00	0.00	62.00	74.67	87.33	100.00
White	82.00	76.00	92.00	86.00	87.00	82.00	87.00	91.33	95.67	100.00

Grade: **3rd-5th**

STAAR Mathematics

100%

Campus Improvement Plan
Cushing Elementary School 2019-2020

STAAR

	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	64.00	85.00	87.00	83.00	82.00	92.00	94.67	97.33	100.00
African American	0.00	0.00	0.00	67.00	0.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	61.00	86.00	86.00	84.00	75.00	89.00	92.67	96.33	100.00
English Language Learners	0.00	100.00	83.00	64.00	0.00	0.00	76.00	88.00	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
Hispanic	54.00	100.00	92.00	73.00	0.00	100.00	100.00	100.00	100.00
Special Education	75.00	0.00	85.00	70.00	0.00	83.00	88.67	94.33	100.00
Two or More Races	0.00	100.00	0.00	0.00	0.00	63.00	75.33	87.67	100.00
White	61.00	82.00	86.00	86.00	86.00	93.00	95.33	97.67	100.00

Grade: **3rd-5th**

STAAR Reading

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	92.00	89.00	85.00	95.00	87.00	88.00	83.00	84.00	89.33	94.67	100.00
African American	0.00	0.00	0.00	0.00	0.00	78.00	0.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	86.00	90.00	81.00	93.00	85.00	86.00	80.00	80.00	86.67	93.33	100.00
English Language Learners	0.00	0.00	67.00	92.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
English Learners	0.00	0.00	0.00	0.00	0.00	82.00	0.00	60.00	73.33	86.67	100.00
Hispanic	0.00	82.00	77.00	93.00	77.00	87.00	0.00	80.00	86.67	93.33	100.00
Special Education	0.00	0.00	0.00	0.00	85.00	70.00	0.00	56.00	70.67	85.33	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	63.00	75.33	87.67	100.00
White	95.00	90.00	87.00	95.00	87.00	89.00	86.00	86.00	90.67	95.33	100.00

Campus Improvement Plan
Cushing Elementary School 2019-2020

STAAR

Grade: **4th**

STAAR Writing

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	68.00	69.00	71.00	85.00	77.00	77.00	63.00	79.00	86.00	93.00	100.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00	66.67	83.33	100.00
Economically Disadvantaged	59.00	65.00	69.00	81.00	70.00	73.00	60.00	80.00	86.67	93.33	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	75.00	0.00	0.00	83.33	91.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	67.00	78.00	89.00	100.00
White	75.00	70.00	75.00	88.00	74.00	80.00	70.00	78.00	85.33	92.67	100.00

Grade: **5th**

STAAR Science

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	94.00	90.00	88.00	93.00	97.00	91.00	65.00	82.00	88.00	94.00	100.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	67.00	78.00	89.00	100.00
Economically Disadvantaged	100.00	85.00	81.00	89.00	96.00	86.00	56.00	81.00	87.33	93.67	100.00
English Language Learners	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33.33	66.67	100.00
Hispanic	0.00	0.00	0.00	100.00	100.00	0.00	40.00	0.00	60.00	80.00	100.00
Special Education	0.00	0.00	0.00	0.00	100.00	100.00	0.00	80.00	86.67	93.33	100.00
White	96.00	93.00	89.00	90.00	100.00	88.00	71.00	86.00	90.67	95.33	100.00

About Cushing Elementary

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 – 5

Enrollment:

269

2019 Accountability Ratings:

Overall Accountability Rating: B

- Student Achievement Rating: B
- School Progress Rating: B
- Academic Growth Rating: B
- Relative Performance Rating: B
- Closing the Gaps Rating: C

*** Distinction Designations:**

- Academic Achievement in ELA/Reading
- Postsecondary Readiness

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements – Schoolwide Program Elements

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Cushing Elementary reviewed/revised the CNA on September 24, 2019 at 3:15 pm.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Cushing Elementary reviewed/revised the CIP on September 24, 2019 at 3:15 pm. The Plan was reviewed by the following: Stefani Jackson, Principal; Rachel McQueen, Amy Simmons, Dee Cruz, Courtney Evans, Laurie Williamson, Foster Fannin, Shea Sprayberry, and Candi Procell, Teachers; and Talia Galindo, Paraprofessional. The CIP is available at the campus and on the website, and is distributed in English.

- Goal #2: Foundation Program
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/reviewed by the following: Stefani Jackson, Principal; Foster Fannin, Dee Cruz, Rachel McQueen, Laurie Williamson, Courtney Evans, Shea Sprayberry, and Amy Simmons, Teachers; and Jenifer Lostracco and April Smith, Parents. The Policy is available at the campus and on the website, and is distributed in English, Spanish, Vietnamese, Korean, and German. Parent and Family Engagement Meetings are held during the week, Tuesdays, Wednesdays, and Thursdays, in the mornings and evenings.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Needs Assessment Summary

Cushing Elementary received a State Accountability Rating of B from TEA in 2019. The Rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Cushing Elementary also received Distinction Designation for Academic Achievement in ELA/Reading and Postsecondary Readiness.

Student Strengths and Needs:

Reading: 84% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading tests. Percentages for other student groups ranged from 89% for African American students to 56% for Special Education students.

Math: 92% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math tests. Percentages for other student groups ranged from 100% for Hispanic and EL students to 63% for students of Two or More Races.

Writing: Fourth grade students participated in the STAAR Writing test. 79% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 80% for Economically Disadvantaged students to 67% for Special Education students.

Science: Fifth grade students participated in the STAAR Science test. 82% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 86% for White students to 67% for African American students.

Interventions:

Cushing Elementary 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
- * RtI (WIT Room) Program for grades PK – 5
- * Intervention and Enrichment for grades K - 5
- * Science Lab for grades PK - 5
- * Accelerated Reading for grades PK – 5

Faculty and Staff:

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 Elementary slightly decreased from 96.7% in 2016-2017 to 96.3% in 2017-2018. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 1 **Parents and community members will be full partners with educators in the education of Cushing Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.

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

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Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Cushing ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the Principal, several Teachers and Parents on the Campus Site-Based Decision-Making Committee. The</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Staff, Parents, and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/20: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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Cushing Elementary School 2019-2020

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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>Policy is available at the campus and on the website, and is distributed in English, Spanish, Vietnamese, Korean, and German. Parent and Family Engagement Meetings are held during the week, Tuesdays, Wednesdays, and Thursdays, in the mornings and evenings.</p> <p>Stakeholders are notified through the Cushing Elementary Website, marquee postings, Parent Involvement Newsletter, Home School Connection Newsletter, PTA meetings, Facebook, conferences, emails, phone calls, Text-Alerts, Parent Portal, Nacogdoches Daily Sentinel, and letters from the district and campus in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 06/20: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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Cushing Elementary School 2019-2020

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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>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Teachers	Documents :Teacher Records - - 12/19: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documents :Campus Records - - 05/20: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

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Cushing Elementary School 2019-2020

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Parent and Community Support Organizations - Cushing Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House/Parent Night * Student Orientation * Parent/Teacher Conferences * PTA Meetings — 2nd Tuesday of each month * Volunteer Opportunities - Book Fairs - Assisting in the classrooms - 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	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Faculty and Staff	Documents :Parent Involvement Records - - 12/19: Increase in the participation of parents and community members in the educational system of Cushing Elementary.	Parents as full partners in the education of Cushing Elementary students.	Documents :Parent Involvement Records - - 05/20: Increase in the participation of parents and community members in the educational system of Cushing Elementary.

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Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</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 Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/20: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC) - The SBDMC is made up of members of the Cushing Elementary staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The SBDMC will meet periodically to discuss plans, progress and ideas for improving the education and environment at Cushing Elementary. [TEC 11.251 (b)]</p> <p>Cushing Elementary reviewed/ revised the CIP on September 24, 2019 at 3:15 pm. The Plan was reviewed by the Principal and several Teachers on the Campus SBDMC. The CIP is available at the campus and on the website, and is distributed in English.</p> <p>Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Cushing Elementary.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets - 01/20: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Cushing Elementary.	Documents :Agenda, Minutes, Sign-In Sheets - 05/20: A current CIP approved by the Cushing ISD Board of Trustees that comprehensively covers needs assessment data; local, state and federal regulations; scientifically research-based strategies and activities; measurable performance objectives and measurable formative and summative evaluations.

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the SBDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the CIP.</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, Title IV, Part A and other federal, state and local programs. Technical assistance is available for ESSA requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	7/2019 - 6/2020	Elementary Principal - Stefani Jackson Superintendent - Michael Davis	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,810.00</p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$13,283.00</p>	Documents :Agenda, Minutes, Sign-In Sheets - - 12/19: Cushing Elementary SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Cushing Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documents :School Records - - 05/20: Cushing Elementary will receive the State Accountability Rating of B or higher.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC 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>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2019 - 8/2019	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Cushing Elementary.	Documents :Agenda, Minutes, Sign-In Sheets - 08/19: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Foundation Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/19: 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 - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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. TEKS Resource and 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>	8/2019 - 5/2020	Counselor - Gina Gresham	Local Funds - Assessment Instruments	<p>Informal Assessment :Classroom Assessments - - 12/19: 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 - - 12/19: 80% of students will be performing at, or above grade level.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - - 05/20: 100% of Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 05/20: 100% of students will be performing at, or above grade level.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)(10)]
Objective(s):

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>Activity: Math Instruction - Math instruction is supported by research-based resources approved by the district. Major Math activities include:</p> <ul style="list-style-type: none"> * Motivation Math * Vocabulary Ventures * Lone Star Learning Math Boards * Math Facts Practices * Vocabulary Quest * St. Jude's Math-a-Thon 	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Stefani Jackson</p>	<p>Local Funds - Time Contributions of Math Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass Math benchmark tests.</p>	<p>Students will demonstrate Exemplary Math performance that will enable them to compete on a global basis.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass Math benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/20: 94% of students in grades 3 - 5 will pass the STAAR Math test.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: Reading/Writing Instruction - Reading and Writing instruction is supported by research-based resources approved by the district. Reading instruction will center on the five essential components of Reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Major Reading activities include: * STAR Early Literacy * Beginning Readers Software * Scholastic Wiggle Works * Renaissance Place * Accelerated Reader Program * Guided Reading Groups with Leveled Readers * Take Flight Dyslexia * Take Flight Reading Rate * A to Z Reading * Word of the Day * My Reading Coach * High Fluency Word Lists Major Writing activities include: * Writing Workshops—workshops will be held daily for 45 minutes. Students will participate in 10 minutes of mini lessons, 30 minutes of student writing time and conferencing, and 5 minutes of sharing time. * Writing Academy * Writing Portfolios	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Reading Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass Reading and Writing benchmark tests.	Students will demonstrate Exemplary Reading and Writing performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass Reading and Writing benchmark tests. Criterion-Referenced Test :STAAR Reading - - 05/20: 89% of students in grades 3 - 5 will pass the STAAR Reading test. Criterion-Referenced Test :STAAR Writing - - 05/20: 86% of 4th grade students will pass the STAAR Writing test.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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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>
Activity: Science Instruction - Science instruction is supported by research-based resources approved by the district. Teachers will focus on Earth Science and increase student exposure to the scientific process through various hands-on activities. Major Science activities include: * Class Experiments * Science Fair * Educational Field Trips to the Science Discovery Center (Kindergarten), Ag in the Classroom (4th grade), and SFA Arboretum (5th grade)	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Science Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass Science benchmark tests.	Students will demonstrate Exemplary Science performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass Science benchmark tests. Criterion-Referenced Test :STAAR Science - - 05/20: 88% of 5th grade students will pass the STAAR Science test.
Activity: Social Studies Instruction - Social Studies instruction is supported by research-based resources approved by the district. Students will take educational field trips to the Cherokee Trace (1st grade), Oil Museum (2nd grade), Millards's Crossing (3rd grade) and Caddo Indian Mounds (4th grade).	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Social Studies Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass Social Studies benchmark tests.	Students will demonstrate Exemplary Social Studies performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass Social Studies benchmark tests.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, LAS Links, 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 ongoing 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> <p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing Elementary participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure the Math and Reading (grades 3 – 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the 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>8/2019 - 5/2020</p>	<p>Elementary Principal - Stefani Jackson</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass core subject area benchmark tests.</p>	<p>Program improvements are implemented.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass core subject area benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Basic Federal and State Mandated Testing Program - Cushing Elementary participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure the Math and Reading (grades 3 – 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the 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>1/2020 - 6/2020</p>	<p>Elementary Principal - Stefani Jackson</p>	<p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six-weeks tests, and TEKS-based tests.</p>	<p>Achieves accountability rating of B or higher.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Early Intervention Program (SWP CIP) - 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 unable to speak and comprehend English, eligible for free and reduced-price lunch program, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</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>8/2019 - 5/2020</p>	<p>PK Teacher - Erin Russell PK Teacher - Courtney Evans</p>	<p>State and Local Funds - Time Contributions of PK Teachers FTE: 2.00</p> <p>Federal - Title I, Part A - Time Contributions of PK Aide FTE: 1.00 \$22,620.47</p> <p>Federal - Title II, Part A - Time Contributions of PK Aide FTE: 1.00 \$22,872.57</p>	<p>Documents :Teacher Records - 12/19: 80% of students will master 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 - 05/20: 100% of PK students will master the State's Prekindergarten goals.</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>7/2019 - 8/2019</p>	<p>PK Teacher - Erin Russell PK Teacher - Courtney Evans</p>	<p>Coordinated Funds - Time Contributions of PK Staff FTE: 4.00</p>		<p>Smooth transition period between early education programs and PK.</p>	<p>Informal Assessment :Classroom Assessments - - 08/19: 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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: Accelerated Instruction - 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. The PK staff conducts accelerated instruction activities to accelerate the development of school readiness skills of educationally disadvantaged students, such as oral language development and fine and gross motor coordination. Multisensory clarifying and skill building activities help accelerate the learning of PK students. The staff also provides small group and one-on-one assistance as needed.	8/2019 - 5/2020	PK Teacher - Erin Russell PK Teacher - Courtney Evans	Coordinated Funds - Time Contributions of PK Staff FTE: 4.00	Informal Assessment :Progress Reports - - Six Weeks: Progress reports reflect an 80% rate of on-time skill acquisition for educationally disadvantaged PK students.	Educationally disadvantaged students with prerequisite skills to level the playing field on entry into Kindergarten.	Informal Assessment :Classroom Assessments - - 05/20: 90% of PK students will master the State's Prekindergarten goals.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Cushing Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include classroom visits, student teaming, team teaching and parent meetings.</p> <p>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.</p> <p>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.</p>	8/2019 - 5/2020	PK Teacher - Erin Russell PK Teacher - Courtney Evans	Coordinated Funds - Time Contributions of PK Staff FTE: 4.00	Informal Assessment :Progress Reports - - Six 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 - - 05/20: 90% of PK students will master the State's Prekindergarten goals.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Cushing Elementary uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Federal - Title I, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$2,602.00</p> Federal - Title II, Part A - Supplemental Instructional Resources State - State Compensatory Education (SCE) - Supplemental Instructional Resources <p style="text-align: right;">\$7,000.00</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 - 05/20: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: Response to Intervention (RtI) - Students 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 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.	8/2019 - 5/2020	RtI Teacher - Dee Cruz RtI Teacher - Donna Russell	Federal - Title I, Part A - Time Contributions of RtI Teacher FTE: 1.00 <p style="text-align: right;">\$29,000.67</p> State - State Compensatory Education (SCE) - Time Contributions of RtI Teacher FTE: 0.80 <p style="text-align: right;">\$51,805.70</p> State - State Compensatory Education (SCE) - Time Contributions of Intervention Teachers FTE: 1.92 <p style="text-align: right;">\$102,128.50</p> State - State Compensatory Education (SCE) - Time Contributions of Intervention Aide FTE: 1.00 <p style="text-align: right;">\$26,404.28</p>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Science Lab - A Science Lab will be provided to students in grades PK - 5 who demonstrate difficulty in the acquisition of basic science skills and are at risk of dropping out of school. With a reduced pupil: teacher ratio, the teacher will provide small group and one-on-one assistance as needs dictate.	8/2019 - 5/2020	Science Lab Teacher - Walter McGarrett	State - State Compensatory Education (SCE) - Time Contributions of Science Lab Teacher FTE: 1.00 \$38,472.21	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Science - - 05/20: 88% of students in grade 5 will pass the STAAR Science test.
Activity: Tutorial Program - A Tutorial program is available to students in grades K – 5 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Tutorials are offered before and during school in core subject areas for 50 minutes a day as needed.	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Tutorial Teachers	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
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).	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State - Special Education Block Grant - Special Education Allotment \$618,596.00	Informal Assessment :Classroom Assessments - 12/19: 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 - 05/20: 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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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 is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2019 - 5/2020	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments		Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Documents :Counselor Records - - 05/20: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Modifications - Cushing Elementary provides a range of educational programs and different instructional arrangements for students with disabilities. The "Least Restrictive Environment" required for academic success is always a main consideration. These include a Resource pullout class, Inclusion in the regular classroom, Content Mastery, Life Skills and PPCD. The appropriate instructional setting will be determined for each student by ARD committees.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State and Local Funds - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - – 12/19: 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 - - 05/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
<p>Activity:</p> <p>Related Services - Cushing Elementary 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>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy and Visually Impaired Services.</p> <p>These services are provided by the Nacogdoches County Co-Op, which includes Cushing ISD as a member.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State and Local Funds - Time Contributions of Related Services Personnel		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 - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: English as a Second Language (ESL) Program - Cushing Elementary offers an English as a Second Language (ESL) Program whose goal is to enable English Learners (EL) 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 EL to participate equitably in school. Cushing ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Federal - Title III, Part A - ELA - Region VII SSA <div style="text-align: right;">\$1,905.00</div> State - Bilingual Block Grant - Bilingual Education Allotment <div style="text-align: right;">\$12,936.00</div>	See Activities below.	Students exiting EL designation by LPAC.	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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: English Learners 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. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 5. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2019 - 5/2020	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments	Language Assessment :Language Assessments Scales (LAS) - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/20: 73% of EL in grades 3 - 5 will pass the STAAR Reading tests in English and/or Spanish.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: Modifications for EL - Based on LPAC prescription, EL in grades K - 5 participate in a content based 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.	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State and Local Funds - Time Contributions of ESL Teacher	Informal Assessment :Classroom Assessments - - 12/19: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	Criterion-Referenced Test :STAAR Tests - - 05/20: 83% of EL in grades 3 - 5 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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit criteria are applicable to students in grades 1 – 5 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>The LPAC reviews each 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> <p>* English Language Proficiency: Grades 1 – 5: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 5: Meet passing standard on the STAAR Reading test.</p> <p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State and Local Funds - Time Contributions of Faculty and Staff	Language Assessment :Language Assessments Scales (LAS) - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the Bilingual/ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/20: 73% of EL in grades 3 - 5 will pass the STAAR Reading tests in English and/or Spanish.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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: Migrant Education Program - Cushing Elementary School provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Cushing ISD will provide services for migrant students and their families if needed.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Migrant Resources	Informal Assessment :Classroom Assessments - 12/19: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.	Migrant students experience the same success as their non-migrant peers due to parental involvement in the education process.	Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy: Dyslexia Program - Cushing Elementary 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Dyslexia Coordinator - Amy Simmons	State - Dyslexia Allotment - Dyslexia Allotment \$15,399.00	See Activities below.	Increased student achievement.	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. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)(10)]
 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Cushing Elementary assesses students for Dyslexia and related disorders beginning with Kindergarten. 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>	<p>8/2019 - 5/2020</p>	<p>Counselor - Gina Gresham</p>	<p>State and Local Funds - Assessment Instruments</p>		<p>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.</p>	<p>Documents :Counselor Records - - 05/20: 100% of the students identified as having Dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modifications for Dyslexia - The Dyslexia program serves students in all grades at Cushing Elementary. 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. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor and Dyslexia Coordinator.</p>	8/2019 - 5/2020	Dyslexia Coordinator - Amy Simmons	State and Local Funds - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/19: 90% of students will have made appropriate progress through the Dyslexia program, as reflected in Report Cards.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students will improve their reading skills and comprehension rates at least one grade level from their starting level. Criterion-Referenced Test :STAAR Reading - - 05/20: 89% of students in grades 3 - 5 will achieve a passing score on the STAAR Reading test.

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Counselor - Gina Gresham	Local Funds - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor Records - 05/20: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	State and Local Funds - Time Contributions of Staff and Faculty	Documents :Counselor Records - - 12/19: All students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, per Counselor Records.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/20: 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.
<p>Strategy:</p> <p>Ancillary Services - Cushing Elementary 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.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :Campus Records - 12/19: 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 - 05/20: 90% of students in grades 3 - 5 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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
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	8/2019 - 5/2020	Counselor - Gina Gresham	Local Funds - Time Contributions of Counselor FTE: 1.00	Documents :Counselor Records - - 12/19: 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 - - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)(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>
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include: * 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)	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Library Aide - Valori Poskey	State - State Compensatory Education (SCE) - Time Contributions of AR Aide FTE: 1.00 <p style="text-align: right;">\$35,805.27</p> State - State Compensatory Education (SCE) - AR Reading Materials <p style="text-align: right;">\$3,500.00</p>	Documents :Librarian and Teacher Records - - 12/19: All Cushing Elementary 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 Elementary 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 - - 05/20: 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.	8/2019 - 5/2020	Homeless Liaison - Gina Gresham	Federal - Title I, Part A - Homeless Resources <p style="text-align: right;">\$50.00</p>	Documents :Agenda, Minutes, Sign-In Sheets - - 12/19: 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. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% 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. (SWP CIP) [TEC §4.001 (b)(3)]**

Objective(s): PK-5th Achieve a student dropout rate of 0%.
 PK-5th 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>

Campus Improvement Plan
Cushing Elementary School 2019-2020

<p>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</p> <p>Objective(s): PK-5th Achieve a student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.</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>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 with drawings and special recognition every six weeks as follows:</p> <ul style="list-style-type: none"> * 1st 6 weeks — Free pass to wear a cap to school for a day * 2nd 6 weeks — Coke float party * 3rd 6 weeks — Homework pass for one free night of homework * 4th 6 weeks — Bring a toy or game to play at school for an hour * 5th 6 weeks — Banana split party * 6th 6 weeks — Free frozen treat from the cafeteria <p>At the end of each week, students who have no absences, late arrivals or early leaves will enter for a chance to win a prize that will be drawn for at the end of each six weeks.</p> <p>Students will also be reward with end of semester and end of year rewards. At the end of the first semester, students can have skating party and at the end of the second semester, students can go bowling. At the end of the year, students can go to the movie theater and have a chance to win a bicycle.</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</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Secretary - Starla Ivy	<p>Local Funds - Time Contributions of Attendance Staff</p> <p>Local Funds - Time Contributions of Attendance Committee</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/19: Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/19: Communication with at least 95% of the parents/guardians of students who are absent daily.</p> <p>Contact with 100% of parents/guardians of students who have excessive absences.</p>	Through the use of positive reinforcements, Cushing Elementary faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 05/20: Attendance Records reflect an attendance rate at 97% or above.</p> <p>Documents :Parent Contact Logs - 05/20: Contact with 100% of parents/guardians of students who have excessive absences.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

<p>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</p> <p>Objective(s): PK-5th Achieve a student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.</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>through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>Students with three late arrivals or three early leaves will serve an afternoon of school detention.</p> <p>Strategy: Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Cushing Elementary. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Additional Dropout Prevention Activities include, but are not limited to: * Bearkat Honor Roll each 6 weeks * STAAR Incentives * Field Trips to a Restaurant</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/19: Attendance Records reflect an attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	Documents :Campus Records - 05/20: 90% of students will be promoted to the next grade level. Documents :Campus Records - 05/20: Achieve student dropout rate of 0%, as reflected by Campus Records.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary 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.</p> <p>Cushing Elementary encourages student participation in UIL academic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, non-athletic talents, social skills and leadership.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	<p>Local Funds - Time Contributions of UIL Staff</p> <p>Local Funds - UIL Resources and Awards</p>		<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Documents :Campus Records - 05/20: Increase in the number of UIL participants from the prior year.</p>

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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] 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	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	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 - 05/20: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - 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 and * 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 admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2019 - 5/2020	Counselor - Gina Gresham Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Faculty and Staff	Documents :Teacher Lesson Plans - 12/19: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :Student Records - 05/20: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful secondary school studies.

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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>early graduation or college credits.</p> <p>Classroom instruction is integrated with activities that emphasize career opportunities. Staff members will spend time with individual students discussing careers and career paths. Local owners are invited to the school to talk to individual classrooms about potential careers and the education and training needed to be successful in those fields.</p>						

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): PK-5th Recruit fully certified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program (SWP CIP) - The Cushing ISD Superintendent, Campus Principal and SBDMC design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * 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. <p>Annual needs assessment results indicate a need for:</p> <ol style="list-style-type: none"> 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. 	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - PD Travel, Registration and Fees for Writing Academy	Documents :Agenda, Minutes, Sign-In Sheets - 12/19: A professional development program will have been designed that meets the needs of Cushing Elementary.	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 - 05/20: Cushing Elementary and the SBDMC 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.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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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>Recruitment and Retention Initiatives - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website and 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 Elementary maintains a 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Cushing Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>New teachers will be assigned a campus Mentor/Coach to assure the quality of instructional delivery.</p> <p>Activity:</p> <p>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.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Region VII Personnel Services Cooperative	Documents :HR Records - 08/19: 100% Certified Faculty.	100% Certified Faculty.	Documents :HR Records - 05/20: 100% Certified Faculty.
<p>Activity:</p> <p>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.</p>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Texas Beginning Educator Support System (TxBESS) Training Materials		100% of fully certified beginning teachers will be retained.	Documents :HR Records - - 05/20: Cushing Elementary will retain 100% of its new personnel.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): PK-5th Recruit fully certified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Evaluation of Professional Development Program - The Cushing Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achieved.	Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 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. (SWP CNA, CIP) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Cushing Elementary 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. Priority needs in technology include the need to</p> <ul style="list-style-type: none"> * expand the use of technology in student learning, * increase professional development opportunities in using technological tools, and * upgrade hardware and software. <p>The campus will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. 	August 2019	Technology Director - Casey Copeland Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Committee Members		The educational system of Cushing Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda, Minutes, Sign-In Sheets - 08/19: A technology CNA has been conducted and the results have been made available to the appropriate staff.

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning instructional management, staff development and administration. (SWP CNA, CIP) [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>
Strategy: Technology Integrated Curriculum (SWP CIP) - Cushing Elementary classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Compass Learning, Education City, Study Island, and I-Station support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Students will visit the Computer Lab, participate in technology-related class projects and make use of technological equipment such as Smart Boards, Elmos and Laptops. 4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 5) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2019 - 5/2020	Technology Director - Casey Copeland Technology Support - Debby Collier	Local Funds - Time Contributions of Technology Staff Federal - Title I, Part A - Districtwide Technology Resources \$17,586.00	Documents :Equipment Inventory - 12/19: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may begin training on integrating technology into instruction. Documents :Teacher Lesson Plans - 12/19: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	The educational system of Cushing Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning instructional management, staff development and administration. (SWP CNA, CIP) [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 Policies - Every Cushing Elementary faculty member, student and parent having access to Cushing Elementary 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 Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Cushing Elementary 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Technology Director - Casey Copeland	Local Funds - Technology Policies	Documents :Student Records - 08/19: 100% of the students at Cushing Elementary that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :Student Records - 06/20: No incidents of students breaking the Acceptable Use Policy.
<p>Strategy:</p> <p>Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.</p>	Annually	Technology Director - Casey Copeland Elementary Principal - Stefani Jackson	Coordinated Funds - Time Contributions of Staff		All staff and students using technology appropriately and efficiently.	<p>Documents :Principal Records - 05/20: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

Goal: 7 **Cushing Elementary 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. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.

PK-5th 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>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	8/2019 - 5/2020	Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Health and Fitness Assessments - 12/19: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/20: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Campus Improvement Plan
Cushing Elementary School 2019-2020

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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>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Cushing Elementary 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Nurse - Charity Alvy	Local Funds - Time Contributions of Staff	Documents :Nurse Records - - 12/19: 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.	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.	Documents :Nurse Records - - 05/20: 20% decrease in health-related risk behaviors in comparison to the previous year.

Campus Improvement Plan
Cushing Elementary School 2019-2020

<p>Goal: 7 Cushing Elementary 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. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-5th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - The health and safety of Cushing Elementary students is of utmost importance, and the campus 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 Elementary 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) * Emergency Response Protocol * Crisis Prevention/Intervention Training * Security Devices such as Cameras, Alarms, and Visitor Check-Ins/Badges, * Parent Notification System * Training in CPR, First Aide, using an Automated Defibrillator Unit, and the dangers of MSRA 	8/2019 - 5/2020	<p>Superintendent - Michael Davis Elementary Principal - Stefani Jackson</p>	<p>State - School Safety Allotment - School Safety Allotment \$4,899.00</p> <p>Federal - Title IV, Part A - Time Contributions of SRO FTE: 0.16 \$9,200.00</p>	<p>Documents :Discipline Records - 12/19: Number of discipline referrals each six weeks will decrease.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Records - 05/20: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<p>* Security Personnel - Security Resource Officer (SRO)</p> <p>The Chief of Police of Cushing ISD is responsible for directing and managing the District Police Department by coordinating the daily operations to provide a safe environment for students and staff. The Chief of Police will provide immediate response to crisis situations in the district; develop operational plans, traffic flow plans, and direct all law enforcement and security plans and programs for the district; and develop action plans and safety programs in order to detect, suppress, and prevent campus crime. The Chief of Police is also responsible for maintaining and enforcing county, state, and federal laws as well as policies, directives, and standards of the district. The Chief of Police will work cooperatively with other staff to develop and implement proactive security programs, gang management plans, and other safety programs. (TEC §37.081(d))</p>						

Campus Improvement Plan
Cushing Elementary School 2019-2020

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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>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>	8/2019 - 5/2020	Superintendent - Michael Davis Elementary Principal - Stefani Jackson	Local Funds - Time Contributions of DAEP Staff Local Funds - E2020 Program	Documents :Principal Records - - 12/19: 50% reduction in infractions of the Cushing Elementary Student Code of Conduct, as reflected on the Principal's Records.	Students will stay and succeed in school.	<p>Informal Assessment :Report Card Grades - - 05/20: Final report card grades and STAAR assessments will indicate program's success.</p> <p>Documents :Discipline Records - - 05/20: 20% fewer incidences of illegal and/or disorderly activities as compared to the previous year.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.

 PK-5th 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>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Cushing Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities.</p> <p>Programs and activities include, but are not limited to:</p> <p>* National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Stefani Jackson</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 08/19: Appropriate campus stakeholders will have held meetings to plan the programs and services for current school year.</p>	<p>Reduction in PEIMS 425 Incidents.</p>	<p>Documents :Discipline Records - - 05/20: 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>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<p>Activity:</p> <p>Emergency and Security Operations - Cushing Elementary will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of the campus with coordination with local emergency management agencies, law enforcement and fire departments. Security devices on the campus include video cameras, an alarm system and check in and badge system for visitors. Cushing Elementary will make any necessary changes to improve safety and security for their students.</p> <p>Cushing Elementary 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>	8/2019 - 5/2020	Elementary Principal - Stefani Jackson Security Resource Officer - Shane Johnson	<p>Local Funds - Time Contributions of Safety Committee</p> <p>Local Funds - Emergency Action Plan and Security Audit Reports</p>	<p>Documents :Campus Records - - 08/19: An Emergency Action Plan has been implemented and 100% of staff has received training.</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p>	<p>Documents :Campus Records - - 05/20: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

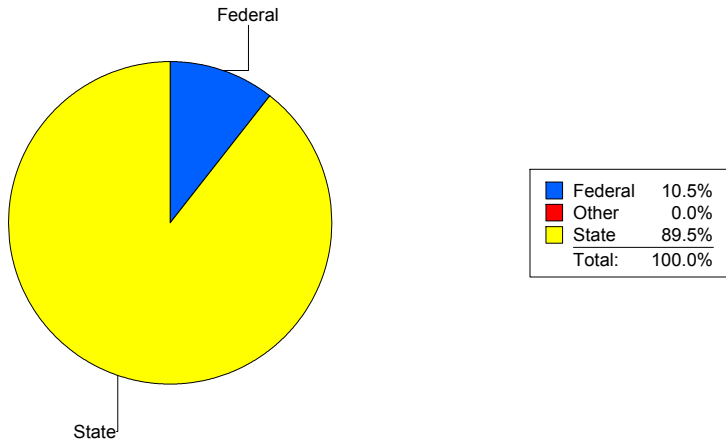
Campus Improvement Plan
Cushing Elementary School 2019-2020

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<p>Activity:</p> <p>Crisis Prevention and Intervention (CPI) - The Crisis Management Team will ensure that a Campus Management Plan is in place and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing Elementary 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>	8/2019 - 7/2020	Elementary Principal - Stefani Jackson	<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 - - 12/19: The Crisis Management Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed are made to ensure that the Plan fits all of the needs of Cushing Elementary and that all of the staff has had the prerequisite practice to ensure each feel comfortable with the Plan.</p>	<p>Emergencies will be addressed in a professional, expeditious and effective manner.</p>	<p>Documents :Campus Records - - 05/20: Cushing Elementary will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Management Team.</p> <p>Documents :Discipline Records - - 05/20: 20% fewer incidences of disorderly activities as compared to the previous year.</p>

Campus Improvement Plan
Cushing Elementary School 2019-2020

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<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - 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. 	8/2019 - 5/2020	Counselor - Gina Gresham	Local Funds - Time Contributions of Counselor FTE: 1.00	Documents :Agenda, Minutes, Sign-In Sheets - 12/19: 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 - 05/20: Referrals to counselor will decrease by 20% as compared to the previous year. Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Funding Values By Program



Campus Improvement Plan
Cushing Elementary School 2019-2020

Funding Values By Program

Federal	FTE	DollarValue
Title I, Part A		
Time Contributions of PK Aide	1.00	\$22620.47
Supplemental Instructional Resources	0.00	\$2602.00
Districtwide Technology Resources	0.00	\$17586.00
Homeless Resources	0.00	\$50.00
SECCA, Inc. Consulting Services	0.00	\$1810.00
Time Contributions of Rtl Teacher	1.00	\$29000.67
Title II, Part A		
Supplemental Instructional Resources	0.00	\$0.00
Time Contributions of PK Aide	1.00	\$22872.57
SECCA, Inc. Consulting Services	0.00	\$800.00
Title III, Part A - ELA		
Region VII SSA	0.00	\$1905.00

Campus Improvement Plan
Cushing Elementary School 2019-2020

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A		
Time Contributions of SRO	0.16	\$9200.00
SECCA, Inc. Consulting Services	0.00	\$800.00
		<u>\$109,246.71</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of PK Staff	4.00	\$0.00
Time Contributions of PK Staff	4.00	\$0.00
Time Contributions of PK Staff	4.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Local Funds		
Time Contributions of Attendance Staff	0.00	\$0.00
Time Contributions of Attendance Committee	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
UIL Resources and Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
PD Travel, Registration and Fees for Writing Academy	0.00	\$0.00
Region VII Personnel Services Cooperative	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00

Campus Improvement Plan
Cushing Elementary School 2019-2020

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Counselor	1.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Migrant Resources	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	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
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Math Staff	0.00	\$0.00
Time Contributions of Reading Staff	0.00	\$0.00
Time Contributions of Science Staff	0.00	\$0.00
Time Contributions of Social Studies Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Tutorial Teachers	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
Texas Beginning Educator Support System (TxBESS) Training Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00

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Campus Improvement Plan
Cushing Elementary School 2019-2020

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
E2020 Program	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Safety Committee	0.00	\$0.00
Emergency Action Plan and Security Audit Reports	0.00	\$0.00
Time Contributions of Crisis Management Team	0.00	\$0.00
Crisis Management Plan	0.00	\$0.00
CPI Training	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of PK Teachers	2.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Block Grant		
Bilingual Education Allotment	0.00	\$12936.00

Campus Improvement Plan
Cushing Elementary School 2019-2020

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$15399.00
School Safety Allotment		
School Safety Allotment	0.00	\$4899.00
Special Education Block Grant		
Special Education Allotment	0.00	\$618596.00
State Compensatory Education (SCE)		
Supplemental Instructional Resources	0.00	\$7000.00
Time Contributions of AR Aide	1.00	\$35805.27
AR Reading Materials	0.00	\$3500.00
Time Contributions of Intervention Teachers	1.92	\$102128.50
Time Contributions of Intervention Aide	1.00	\$26404.28
Time Contributions of Rtl Teacher	0.80	\$51805.70
Time Contributions of Science Lab Teacher	1.00	\$38472.21
SECCA, Inc. Consulting Services	0.00	\$13283.00
		\$930,228.96
Grand Total:		\$1,039,475.67

2018-19 Texas Academic Performance Report

District Name: **CUSHING ISD**

Campus Name: **CUSHING EL**

Campus Number: **174902002**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Postsecondary Readiness

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District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	78%	*	86%	83%	-	-	-	*	71%	*	85%	60%	72%	*
	2018	77%	95%	95%	*	100%	94%	-	*	-	100%	100%	*	97%	86%	96%	-
At Meets Grade Level or Above	2019	45%	58%	58%	*	43%	67%	-	-	-	*	57%	*	62%	50%	52%	*
	2018	43%	61%	61%	*	80%	69%	-	*	-	20%	20%	*	62%	57%	48%	-
At Masters Grade Level	2019	27%	39%	39%	*	43%	42%	-	-	-	*	57%	*	46%	20%	32%	*
	2018	25%	34%	34%	*	40%	38%	-	*	-	20%	20%	*	35%	29%	28%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	92%	92%	*	100%	96%	-	-	-	*	86%	*	88%	100%	88%	*
	2018	78%	91%	91%	*	80%	97%	-	*	-	80%	80%	*	95%	71%	84%	-
At Meets Grade Level or Above	2019	49%	36%	36%	*	43%	38%	-	-	-	*	43%	*	35%	40%	32%	*
	2018	47%	48%	48%	*	60%	50%	-	*	-	20%	20%	*	46%	57%	40%	-
At Masters Grade Level	2019	25%	22%	22%	*	43%	17%	-	-	-	*	29%	*	27%	10%	20%	*
	2018	23%	18%	18%	*	20%	19%	-	*	-	20%	20%	*	19%	14%	24%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	88%	88%	*	*	88%	-	*	-	*	67%	*	88%	89%	85%	*
	2018	73%	68%	68%	86%	*	72%	-	-	-	*	*	*	71%	63%	66%	*
At Meets Grade Level or Above	2019	44%	60%	60%	*	*	61%	-	*	-	*	50%	*	56%	78%	46%	*
	2018	46%	43%	43%	71%	*	44%	-	-	-	*	*	*	43%	44%	45%	*
At Masters Grade Level	2019	22%	28%	28%	*	*	30%	-	*	-	*	33%	*	21%	56%	23%	*
	2018	24%	14%	14%	0%	*	20%	-	-	-	*	*	*	19%	6%	7%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	86%	86%	*	*	88%	-	*	-	*	83%	*	85%	89%	81%	*
	2018	78%	65%	65%	71%	*	64%	-	-	-	*	*	*	67%	63%	66%	*
At Meets Grade Level or Above	2019	48%	65%	65%	*	*	67%	-	*	-	*	67%	*	62%	78%	58%	*
	2018	49%	22%	22%	29%	*	24%	-	-	-	*	*	*	29%	13%	14%	*
At Masters Grade Level	2019	28%	28%	28%	*	*	27%	-	*	-	*	17%	*	26%	33%	27%	*
	2018	27%	8%	8%	0%	*	12%	-	-	-	*	*	*	14%	0%	0%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	79%	79%	*	*	78%	-	*	-	*	67%	*	82%	67%	80%	*
	2018	63%	65%	65%	57%	*	72%	-	-	-	*	*	*	67%	63%	62%	*
At Meets Grade Level or Above	2019	35%	31%	31%	*	*	34%	-	*	-	*	33%	*	24%	56%	32%	*
	2018	39%	43%	43%	43%	*	44%	-	-	-	*	*	*	48%	38%	41%	*
At Masters Grade Level	2019	11%	12%	12%	*	*	9%	-	*	-	*	17%	*	6%	33%	12%	*
	2018	11%	3%	3%	0%	*	4%	-	-	-	*	*	*	5%	0%	0%	*
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	85%	100%	*	86%	-	-	-	*	20%	*	83%	87%	84%	*
	2018	84%	86%	86%	*	67%	90%	-	-	-	-	*	*	86%	86%	80%	60%
At Meets Grade Level or Above	2019	54%	56%	56%	100%	*	57%	-	-	-	*	20%	*	54%	60%	55%	*
	2018	54%	43%	43%	*	50%	40%	-	-	-	-	*	*	38%	57%	33%	40%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	28%	50%	*	29%	-	-	-	*	20%	*	21%	40%	29%	*
	2018	26%	29%	29%	*	17%	30%	-	-	-	-	*	*	29%	29%	27%	20%
Grade 5 Mathematics^A																	
At Approaches Grade Level or Above	2019	90%	97%	97%	100%	*	96%	-	-	-	*	80%	*	96%	100%	97%	*
	2018	91%	89%	89%	*	83%	95%	-	-	-	-	*	*	90%	86%	80%	80%
At Meets Grade Level or Above	2019	58%	64%	64%	67%	*	64%	-	-	-	*	60%	*	67%	60%	58%	*
	2018	58%	54%	54%	*	67%	55%	-	-	-	-	*	*	57%	43%	47%	60%
At Masters Grade Level	2019	36%	26%	26%	17%	*	29%	-	-	-	*	0%	*	29%	20%	23%	*
	2018	30%	29%	29%	*	50%	25%	-	-	-	-	*	*	29%	29%	33%	40%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	82%	82%	67%	*	86%	-	-	-	*	80%	*	83%	80%	81%	*
	2018	76%	63%	63%	*	50%	68%	-	-	-	-	*	*	55%	86%	53%	40%
At Meets Grade Level or Above	2019	49%	46%	46%	50%	*	54%	-	-	-	*	40%	*	54%	33%	39%	*
	2018	41%	26%	26%	*	33%	26%	-	-	-	-	*	*	30%	14%	33%	40%
At Masters Grade Level	2019	24%	23%	23%	50%	*	21%	-	-	-	*	20%	*	25%	20%	19%	*
	2018	17%	15%	15%	*	17%	16%	-	-	-	-	*	*	20%	0%	20%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	85%	86%	84%	89%	87%	-	*	-	62%	70%	85%	86%	85%	84%	85%
	2018	77%	76%	78%	69%	68%	82%	-	*	-	69%	58%	77%	81%	71%	73%	52%
At Meets Grade Level or Above	2019	50%	51%	52%	56%	42%	55%	-	*	-	29%	47%	31%	51%	55%	47%	35%
	2018	48%	45%	43%	38%	45%	45%	-	*	-	15%	26%	23%	46%	37%	37%	38%
At Masters Grade Level	2019	24%	22%	26%	32%	29%	25%	-	*	-	10%	26%	15%	24%	28%	23%	25%
	2018	22%	18%	18%	3%	20%	21%	-	*	-	15%	16%	8%	22%	10%	15%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	81%	84%	89%	80%	86%	-	*	-	63%	56%	100%	86%	79%	80%	75%
	2018	74%	77%	83%	90%	67%	86%	-	*	-	83%	67%	60%	87%	73%	80%	43%
At Meets Grade Level or Above	2019	48%	51%	58%	78%	47%	61%	-	*	-	25%	44%	20%	57%	62%	51%	38%
	2018	46%	48%	50%	60%	47%	53%	-	*	-	17%	25%	20%	51%	50%	43%	29%
At Masters Grade Level	2019	21%	22%	31%	44%	27%	33%	-	*	-	0%	39%	0%	29%	38%	28%	25%
	2018	19%	15%	26%	10%	20%	30%	-	*	-	17%	17%	20%	29%	17%	19%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	89%	92%	89%	100%	93%	-	*	-	63%	83%	100%	89%	97%	89%	100%
	2018	81%	80%	82%	60%	80%	86%	-	*	-	67%	67%	100%	86%	70%	75%	71%
At Meets Grade Level or Above	2019	52%	55%	56%	44%	53%	58%	-	*	-	50%	56%	60%	55%	59%	50%	50%
	2018	50%	45%	40%	20%	47%	43%	-	*	-	17%	25%	0%	44%	30%	30%	43%
At Masters Grade Level	2019	26%	25%	25%	11%	40%	25%	-	*	-	25%	17%	40%	27%	21%	23%	38%
	2018	24%	19%	17%	0%	27%	18%	-	*	-	17%	17%	0%	20%	10%	16%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	79%	*	*	78%	-	*	-	*	67%	*	82%	67%	80%	*
	2018	66%	75%	65%	57%	*	72%	-	-	-	*	*	*	67%	63%	62%	*
At Meets Grade Level or Above	2019	38%	40%	31%	*	*	34%	-	*	-	*	33%	*	24%	56%	32%	*
	2018	41%	49%	43%	43%	*	44%	-	-	-	*	*	*	48%	38%	41%	*
At Masters Grade Level	2019	14%	16%	12%	*	*	9%	-	*	-	*	17%	*	6%	33%	12%	*
	2018	13%	10%	3%	0%	*	4%	-	-	-	*	*	*	5%	0%	0%	*

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	82%	67%	*	86%	-	-	-	*	80%	*	83%	80%	81%	*
	2018	80%	70%	63%	*	50%	68%	-	-	-	-	*	*	55%	86%	53%	40%
At Meets Grade Level or Above	2019	54%	49%	46%	50%	*	54%	-	-	-	*	40%	*	54%	33%	39%	*
	2018	51%	35%	26%	*	33%	26%	-	-	-	-	*	*	30%	14%	33%	40%
At Masters Grade Level	2019	25%	14%	23%	50%	*	21%	-	-	-	*	20%	*	25%	20%	19%	*
	2018	23%	15%	15%	*	17%	16%	-	-	-	-	*	*	20%	0%	20%	20%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 279
Grade Span: EE - 05
School Type: Elementary

District Name: CUSHING ISD
Campus Name: CUSHING EL
Campus Number: 174902002

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	55	55	*	*	55	-	*	-	*	42	*	49	81	46	*
	2018	63	46	46	43	*	50	-	-	-	*	*	*	52	38	47	*
Grade 4 Mathematics	2019	65	64	64	*	*	63	-	*	-	*	67	*	62	75	56	*
	2018	65	30	30	29	*	32	-	-	-	*	*	*	36	22	24	*
Grade 5 ELA/Reading	2019	81	87	87	100	*	83	-	-	-	*	80	*	79	100	87	*
	2018	80	68	68	*	50	70	-	-	-	-	*	*	69	64	70	40
Grade 5 Mathematics	2019	83	97	97	100	*	96	-	-	-	*	100	*	96	100	97	*
	2018	81	88	88	*	100	83	-	-	-	-	*	*	93	71	97	100
All Grades Both Subjects	2019	69	69	75	96	81	73	-	*	-	55	70	92	69	92	73	75
	2018	69	57	55	50	53	57	-	-	-	*	75	56	63	41	52	54
All Grades ELA/Reading	2019	68	66	70	93	75	68	-	*	-	50	59	*	61	93	68	*
	2018	69	56	55	56	35	59	-	-	-	*	57	*	61	46	55	29
All Grades Mathematics	2019	70	72	80	100	88	78	-	*	-	60	82	*	76	91	78	*
	2018	70	58	55	44	70	54	-	-	-	*	93	*	64	37	49	79

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	57%	57%	*	*	56%	-	-	-	*	*	55%	*
	2018	38%	53%	43%	*	*	*	-	-	-	*	*	46%	*
Mathematics	2019	45%	70%	94%	*	*	90%	-	-	-	*	*	92%	*
	2018	47%	53%	53%	*	*	63%	-	-	-	-	*	45%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	76%	100%	*	78%	-	-	-	*	*	76%	*
Students Requiring Accelerated Instruction														
	2019	22%	24%	24%	0%	*	22%	-	-	-	*	*	24%	*
STAAR Cumulative Met Standard														
	2019	86%	84%	84%	100%	*	86%	-	-	-	*	*	83%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	92%	100%	*	93%	-	-	-	*	*	90%	*
Students Requiring Accelerated Instruction														
	2019	17%	8%	8%	0%	*	7%	-	-	-	*	*	10%	*
STAAR Cumulative Met Standard														
	2019	90%	97%	97%	100%	*	96%	-	-	-	*	*	97%	*

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 279
 Grade Span: EE - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	85%	86%	-	-	-	-	-	75%	-	75%	-	75%	75%
	2018	77%	76%	78%	-	-	-	-	-	44%	33%	67%	-	44%	44%
At Meets Grade Level or Above	2019	50%	51%	52%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	48%	45%	43%	-	-	-	-	-	28%	17%	50%	-	28%	28%
At Masters Grade Level	2019	24%	22%	26%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	22%	18%	18%	-	-	-	-	-	17%	0%	50%	-	17%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	81%	84%	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	74%	77%	83%	-	-	-	-	-	33%	*	*	-	33%	33%
At Meets Grade Level or Above	2019	48%	51%	58%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	46%	48%	50%	-	-	-	-	-	17%	*	*	-	17%	17%
At Masters Grade Level	2019	21%	22%	31%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	19%	15%	26%	-	-	-	-	-	17%	*	*	-	17%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	89%	92%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	80%	82%	-	-	-	-	-	67%	*	*	-	67%	67%
At Meets Grade Level or Above	2019	52%	55%	56%	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	50%	45%	40%	-	-	-	-	-	33%	*	*	-	33%	33%
At Masters Grade Level	2019	26%	25%	25%	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	24%	19%	17%	-	-	-	-	-	17%	*	*	-	17%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	79%	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	75%	65%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	40%	31%	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	49%	43%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	16%	12%	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	10%	3%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	82%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	70%	63%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	54%	49%	46%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	35%	26%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	25%	14%	23%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	15%	15%	-	-	-	-	-	*	*	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	75%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	57%	55%	-	-	-	-	-	54%	44%	*	-	54%	54%
All Grades ELA/Reading	2019	68%	66%	70%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	56%	55%	-	-	-	-	-	33%	*	*	-	33%	33%
All Grades Mathematics	2019	70%	72%	80%	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	58%	55%	-	-	-	-	-	75%	*	*	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	57%	57%	-	-	-	-	-	*	-	*	-	*	*
	2018	38%	53%	43%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	70%	94%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	53%	53%	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	96%	95%	100%	93%	95%	-	*	-	100%	100%	94%	100%
Not Included in Accountability													
Mobile	4%	4%	5%	0%	7%	5%	-	*	-	0%	0%	5%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	100%	98%	-	*	-	100%	92%	99%	100%
Included in Accountability	94%	94%	90%	100%	100%	86%	-	*	-	100%	82%	87%	100%
Not Included in Accountability													
Mobile	4%	5%	8%	0%	0%	11%	-	*	-	0%	5%	11%	0%
Other Exclusions	1%	0%	1%	0%	0%	1%	-	*	-	0%	5%	1%	0%
Not Tested	1%	1%	1%	0%	0%	2%	-	*	-	0%	8%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	1%	1%	0%	0%	2%	-	*	-	0%	8%	1%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.3%	96.3%	96.7%	96.4%	96.3%	*	*	-	94.9%	95.7%	96.0%	96.9%
2016-17	95.7%	96.0%	96.7%	97.6%	96.6%	96.6%	*	*	*	96.9%	96.3%	96.1%	96.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 279

Grade Span: EE - 05

School Type: Elementary

District Name: CUSHING ISD

Campus Name: CUSHING EL

Campus Number: 174902002

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	81.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	88.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	81.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	5.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	36	347,893
By Ethnicity:				
African American	-	-	3	43,502
Hispanic	-	-	5	173,272
White	-	-	27	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	2	16,542
Foundation H.S. Program (DLA)	-	-	30	272,526
Special Education Graduates	-	-	3	25,962
Economically Disadvantaged Graduates	-	-	19	166,956
LEP Graduates	-	-	0	21,359
At-Risk Graduates	-	-	10	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 279

Grade Span: EE - 05

School Type: Elementary

District Name: CUSHING ISD

Campus Name: CUSHING EL

Campus Number: 174902002

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	80.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	61.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	30.6%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	47.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	19.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	15.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	19.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	16.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	5.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	83.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	45.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	46.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	52.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	44.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	47.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	15.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	55.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	41.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1025	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	510	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	18.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	38.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	31.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	60.9%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 279
Grade Span: EE - 05
School Type: Elementary

District Name: CUSHING ISD
Campus Name: CUSHING EL
Campus Number: 174902002

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	279	100.0%	557	5,416,400
Students by Grade:				
Early Childhood Education	1	0.4%	0.2%	0.3%
Pre-Kindergarten	32	11.5%	5.7%	4.4%
Kindergarten	38	13.6%	6.8%	6.9%
Grade 1	41	14.7%	7.4%	7.1%
Grade 2	46	16.5%	8.3%	7.2%
Grade 3	37	13.3%	6.6%	7.3%
Grade 4	45	16.1%	8.1%	7.6%
Grade 5	39	14.0%	7.0%	7.7%
Grade 6	0	0.0%	6.6%	7.7%
Grade 7	0	0.0%	6.3%	7.5%
Grade 8	0	0.0%	6.3%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.9%
Grade 12	0	0.0%	7.4%	6.5%
Ethnic Distribution:				
African American	17	6.1%	6.8%	12.6%
Hispanic	45	16.1%	14.2%	52.6%
White	200	71.7%	72.4%	27.4%
American Indian	1	0.4%	0.9%	0.4%
Asian	1	0.4%	0.5%	4.5%
Pacific Islander	0	0.0%	0.4%	0.2%
Two or More Races	15	5.4%	4.8%	2.4%
Economically Disadvantaged	181	64.9%	61.9%	60.6%
Non-Educationally Disadvantaged	98	35.1%	38.1%	39.4%
Section 504 Students	18	6.5%	8.8%	6.5%
English Learners (EL)	16	5.7%	3.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.3%	1.4%
Students w/ Dyslexia	14	5.0%	4.3%	3.6%
At-Risk	91	32.6%	39.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	38			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	31.6%	49.3%	42.4%
Students with Physical Disabilities	15	39.5%	26.1%	21.9%
Students with Autism	6	15.8%	**	13.7%
Students with Behavioral Disabilities	*	*	13.0%	20.6%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2017-18):				
Total Mobile Students	26	12.4%	10.4%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 279
Grade Span: EE - 05
School Type: Elementary

District Name: CUSHING ISD
Campus Name: CUSHING EL
Campus Number: 174902002

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	2	1.0%		
White	24	11.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.1%	3.1%	1.7%	33.3%	33.3%	6.2%
Grade 1	13.2%	13.2%	3.1%	0.0%	0.0%	5.5%
Grade 2	3.4%	3.4%	1.8%	0.0%	0.0%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	0.0%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	19.0	18.9
Grade 1	20.5	20.5	18.8
Grade 2	20.4	20.4	18.7
Grade 3	18.5	18.5	18.9
Grade 4	20.4	20.4	19.2
Grade 5	17.7	17.7	21.2
Grade 6	-	18.0	20.4
Secondary:			
English/Language Arts	-	18.1	16.6
Foreign Languages	-	8.3	18.9
Mathematics	-	15.6	17.8
Science	-	16.2	18.9
Social Studies	-	18.5	19.3

District Name: CUSHING ISD
 Campus Name: CUSHING EL
 Campus Number: 174902002

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 279
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	27.8	100.0%	100.0%	100.0%
Professional Staff:	20.8	74.8%	76.7%	64.1%
Teachers	17.4	62.6%	53.9%	49.8%
Professional Support	0.5	1.8%	12.0%	10.1%
Campus Administration (School Leadership)	2.9	10.4%	6.7%	3.0%
Educational Aides:	7.0	25.2%	10.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	0.0	n/a	1.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	3.0	10.8%	11.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	1.0	5.7%	7.6%	27.7%
White	16.4	94.3%	86.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	2.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.0	5.7%	29.8%	23.8%
Females	16.4	94.3%	70.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.4%
Bachelors	15.9	91.6%	75.1%	73.6%
Masters	1.5	8.4%	20.8%	24.3%
Doctorate	0.0	0.0%	2.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	11.5%	9.2%	7.0%
1-5 Years Experience	4.0	23.0%	26.3%	28.9%
6-10 Years Experience	1.0	5.7%	7.6%	19.0%
11-20 Years Experience	7.9	45.6%	40.8%	29.3%
Over 20 Years Experience	2.5	14.1%	16.1%	15.7%
Number of Students per Teacher	16.0	n/a	14.2	15.1

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information**

Total Students: 279
Grade Span: EE - 05
School Type: Elementary

District Name: CUSHING ISD
Campus Name: CUSHING EL
Campus Number: 174902002

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.5	6.3
Average Years Experience of Principals with District	3.0	3.5	5.4
Average Years Experience of Assistant Principals	0.0	3.0	5.3
Average Years Experience of Assistant Principals with District	0.0	3.0	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.1	11.3	11.1
Average Years Experience of Teachers with District:	9.1	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$31,130	\$30,655	\$47,218
1-5 Years Experience	\$33,915	\$37,659	\$50,408
6-10 Years Experience	\$41,130	\$43,610	\$52,786
11-20 Years Experience	\$46,559	\$46,936	\$56,041
Over 20 Years Experience	\$51,774	\$55,001	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$42,303	\$44,042	\$54,122
Professional Support	\$30,000	\$45,723	\$64,069
Campus Administration (School Leadership)	\$55,337	\$54,045	\$78,947
Instructional Staff Percent:	n/a	67.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	16	5.7%	3.9%	19.7%
Career & Technical Education	0	0.0%	36.3%	26.3%
Gifted & Talented Education	23	8.2%	7.2%	8.1%
Special Education	38	13.6%	12.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.4%
Career & Technical Education	0.0	0.0%	11.1%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	1.0	5.7%	2.5%	2.0%
Regular Education	16.0	92.0%	80.3%	71.4%
Special Education	0.4	2.3%	6.1%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)