

Cushing High School 2020-2021

Campus Improvement Plan

2020-2021 School Year

Campus Improvement Plan
Cushing High School 2020-2021

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Gresham, Andy	High School Principal	Cushing High School	
Gresham, Gina	Counselor	Cushing High School	5-2021
Copeland, Casey	Technology Director	Cushing ISD	5-2021
Beddingfield, Shelia	Teacher	Cushing High School	5-2021
Egan, Deanna	Teacher	Cushing High School	5-2021
Ullom, Verne	Special Education Teacher	Cushing High School	5-2021
Kerr, Joe	Special Education Teacher	Cushing High School	5-2021
Moore, Josh	Teacher	Cushing High School	5-2021
Nichols, Terry	Parent	Cushing High School	5-2021
Williamson, Melissa	Parent	Cushing High School	5-2021
Self, Toby	Business Representative	Cushing High School	5-2021
Sanders, Dennis	Community Representative	Cushing High School	5-2021
Jackson, Lois	Community Representative	Cushing High School	5-2021

Campus Improvement Plan
Cushing High School 2020-2021

Names of People Responsible For Implementation

Name	Title	Campus / District
Davis, Michael	Superintendent	Cushing ISD
Gresham, Gina	Homeless Liaison	Cushing ISD
Gresham, Andy	High School Principal	Cushing High School
Smelley, Shane	Junior High Principal	Cushing High School
Davis, Brandy	Secretary	Cushing High School
Gresham, Gina	Counselor	Cushing High School
Davis, Chris	Librarian	Cushing High School
Alvy, Charity	Nurse	Cushing ISD
Copeland, Casey	Technology Director	Cushing ISD
Fannin, Foster	Band Director	Cushing High School
	Security Resource Officer	Cushing ISD
Russell, Angela	504/ESL Coordinator	Cushing High School
Beddingfield, Sheila	Math Teacher	Cushing High School
Clark, Holly	Math Teacher	Cushing High School
Hozhauer, Scott	Math Teacher	Cushing High School
Reeves, Misty	JH Math Teacher	Cushing High School
McCown, Catherine	JH Math Teacher	Cushing High School
Egan, Deanna	JH English Teacher	Cushing High School
Gresham, Martha	JH English Teacher	Cushing High School
Funderburk, Sarah	High School English Teacher	Cushing High School
Moore, Jill	High School English Teacher	Cushing High School
Stuessy, Howard	Science Teacher	Cushing High School
Duncan, Melissa	JH Science Teacher	Cushing High School
Nichols, Leslie	High School Science Teacher	Cushing High School

Campus Improvement Plan
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Names of People Responsible For Implementation

Name	Title	Campus / District
Garrett, Marlon	Social Studies Teacher	Cushing High School
Fuller, Craig	Social Studies Teacher	Cushing High School
Moore, Josh	Social Studies Teacher	Cushing High School
Gresham, Shelby	JH Social Studies Teacher	Cushing High School
McCown, Catherine	JH Social Studies Teacher	Cushing High School
Russell, Angela	Intervention Teacher	Cushing High School
Gardner, Kristin	CTE Teacher	Cushing High School
McClure, Jennifer	CTE Teacher	Cushing High School
Funderburk, Sarah	Theater Teacher	Cushing High School
Spencer, Rhonda	Art Teacher	Cushing High School
Barboza, Joseph	Spanish Teacher	Cushing High School
Davis, Jason	Credit Recovery Teacher	Cushing High School
Kerr, Joe	Special Education Teacher	Cushing High School
Ullom, Verne	Special Education Teacher	Cushing High School
Pruitt, Terry Jo	Instructional Aide	Cushing High School
Smelley, Shane	Athletic Director	Cushing High School
Davis, Jason	Coach	Cushing High School
Holzhauer, Scott	Coach	Cushing High School
Gresham, Shelby	Coach	Cushing High School
Moore, Josh	Coach	Cushing High School
Gresham, Gina	Art Club Sponsor	Cushing High School
Funderburk, Sarah	Drama Club Sponsor	Cushing High School
	FCA Sponsor	Cushing High School
McClure, Jennifer	FCCLA Sponsor	Cushing High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Gardner, Kristin	FFA Advisor	Cushing High School
Moore, Jill	Newspaper Sponsor	Cushing High School
Barboza, Joseph	Spanish Club Sponsor	Cushing High School

STAAR

Grade: **6th-12th**

All Subjects

100%

	2018	2019	2021	2022	2023
All Students	75.00	84.00	89.33	94.67	100.00
African American	74.00	79.00	86.00	93.00	100.00
American Indian	100.00	100.00	100.00	100.00	100.00
Asian	80.00	86.00	90.67	95.33	100.00
Economically Disadvantaged	68.00	81.00	87.33	93.67	100.00
English Learners	65.00	79.00	86.00	93.00	100.00
Hispanic	79.00	88.00	92.00	96.00	100.00
Special Education	24.00	49.00	66.00	83.00	100.00
Two or More Races	93.00	90.00	93.33	96.67	100.00
White	73.00	84.00	89.33	94.67	100.00

Grade: **6th-12th**

STAAR Mathematics

100%

	2018	2019	2021	2022	2023
All Students	79.00	87.00	91.33	95.67	100.00
African American	77.00	82.00	88.00	94.00	100.00
Economically Disadvantaged	71.00	82.00	88.00	94.00	100.00
English Learners	67.00	75.00	83.33	91.67	100.00
Hispanic	83.00	86.00	90.67	95.33	100.00
Special Education	28.00	64.00	76.00	88.00	100.00
Two or More Races	100.00	0.00	100.00	100.00	100.00
White	75.00	87.00	91.33	95.67	100.00

STAAR

Grade: **6th-12th**

STAAR Reading

100%

	2018	2019	2021	2022	2023
All Students	74.00	80.00	86.67	93.33	100.00
African American	65.00	87.00	91.33	95.67	100.00
Economically Disadvantaged	67.00	77.00	84.67	92.33	100.00
English Learners	50.00	70.00	80.00	90.00	100.00
Hispanic	81.00	81.00	87.33	93.67	100.00
Special Education	14.00	47.00	64.67	82.33	100.00
Two or More Races	83.00	100.00	100.00	100.00	100.00
White	73.00	77.00	84.67	92.33	100.00

Grade: **7th**

STAAR Writing

100%

	2018	2019	2021	2022	2023
All Students	87.00	94.00	96.00	98.00	100.00
African American	100.00	0.00	100.00	100.00	100.00
Economically Disadvantaged	82.00	91.00	94.00	97.00	100.00
Hispanic	86.00	0.00	90.67	95.33	100.00
White	82.00	91.00	94.00	97.00	100.00

Grade: **8th-12th**

STAAR Science

100%

STAAR

	2018	2019	2021	2022	2023
All Students	72.00	95.00	96.67	98.33	100.00
African American	71.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	62.00	91.00	94.00	97.00	100.00
Hispanic	80.00	100.00	100.00	100.00	100.00
Special Education	13.00	80.00	86.67	93.33	100.00
Two or More Races	100.00	0.00	100.00	100.00	100.00
White	69.00	96.00	97.33	98.67	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023
All Students	73.00	78.00	85.33	92.67	100.00
African American	0.00	63.00	75.33	87.67	100.00
Economically Disadvantaged	65.00	74.00	82.67	91.33	100.00
Hispanic	64.00	89.00	92.67	96.33	100.00
Special Education	63.00	10.00	40.00	70.00	100.00
White	73.00	80.00	86.67	93.33	100.00

About Cushing Jr-Sr High School

Motto:

"Making Excellence a Lifestyle"

Philosophy:

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

Vision Statement:

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

Mission Statement:

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

Grade Span:

6 – 12

Enrollment:

294

Accountability Ratings:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability Ratings:

Overall Accountability Rating: B

- Student Achievement Rating: B

- School Progress Rating: A

- Academic Growth Rating: C

- Relative Performance Rating: A

- Closing the Gaps Rating: B

* Distinction Designations:

- Not Earned

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 High School conducts a Title I Schoolwide Program on all campuses. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

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

* Cushing High School reviewed/revised the CNA on October 12, 2020.

- 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 High School reviewed/revised the CIP on October 12, 2020. The Plan was reviewed by the following: Andy Gresham, Principal; Shane Smelley, Assistant Principal; Gina Gresham, Counselor; Brandy Davis, Secretary; and Jennifer McClure, Leslie Nichols, Jill Moore, and Joe Kerr, Teachers. The CIP is available at the main office and on the website. The CIP is distributed in English.

- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: College Preparation 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: Andy Gresham, Principal; Shane Smelley, Assistant Principal; Gina Gresham, Counselor; and Jennifer McClure, Leslie Nichols, and Jill Moore, Teachers. The Policy is distributed in the Student Handbook and on the website in English and Spanish. Parent and Family Engagement Meetings are held on Mondays during the week in the evenings.

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

Cushing High School Comprehensive Needs Assessment (CNA)

CNA Process:

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

The CNA was reviewed and revised on October 12, 2020.

Areas of Concern:

I. Demographics:

Campus Principal, Assistant Principal, and Resource Officer are responsible for monitoring and evaluating this area. This area is reviewed monthly.

A. Data Sources Reviewed:

1. Daily attendance

B. Summary of Strengths:

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

C. Summary of Weaknesses/Needs:

1. Student progress due to COVID-19
2. Address needs of students with excessive absences

D. Prioritized Needs:

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

E. Possible Actions:

1. Continue Saturday School for students with excessive absences and continue to offer Credit Recovery Classes
2. Reward students with high attendance rates

II. Parent and Community Involvement:

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

A. Data Sources Reviewed:

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

B. Summary of Strengths:

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

C. Summary of Weaknesses/Needs:

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

D. Prioritized Needs:

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

E. Possible Actions:

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

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

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

A. Data Sources Reviewed:

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

B. Summary of Strengths:

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

C. Summary of Weaknesses/Needs:

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

D. Prioritized Needs:

1. Staff development for teachers regarding Math TEKS

E. Possible Actions:

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

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

Superintendent and Campus Principal review monthly.

A. Data Sources Reviewed:

1. Fully certified status
2. Personnel – Number of staff specialists
3. Professional development opportunities and resources
4. Recruitment and retention strategies

B. Summary of Strengths:

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

C. Summary of Weaknesses/Needs:

1. Retain fully certified teachers
2. Provide high quality ongoing staff development

D. Prioritized Needs:

1. Retain fully certified teachers
2. Continue to partner with Stephen F. Austin State University and Angelina College

E. Possible Actions:

1. Provide high quality ongoing staff development

V. Technology:

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

A. Data Sources Reviewed:

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

B. Summary of Strengths:

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

C. Summary of Weaknesses/Needs:

1. So many resources available, not enough time for training
2. Educational technology to facilitate remote learning due to COVID-19

D. Prioritized Needs:

1. Education technology to facilitate remote learning
2. Support and encourage technology use in all classrooms and all content areas

E. Possible Actions

1. Purchase education technology to facilitate remote learning
2. Summer in-house technology training on programs we already have purchased

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

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

A. Data Sources Reviewed:

1. School climate
 - a. Quality of student-teacher relationships through surveys
 - b. Student attitudes toward school
 - c. Teacher job satisfaction

2. Student discipline and behaviors
 - a. Discipline referrals
 - b. Suspensions
 - c. Expulsion
 - d. Attendance
 - e. Tardiness
 3. Extracurricular activities and clubs
 4. Students', teachers', parents', and community perceptions of the school through surveys
- B. Summary of Strengths:
1. Frequent meetings with Junior High and High School teachers
 2. Frequent DIP/CIP meetings
- C. Summary of Weaknesses/Needs:
1. Inclusion of parents, teachers, and all stakeholders in decision making
- D. Prioritized Needs:
1. Ensure all teachers have a voice in decision making
 2. Ensure parents/students and all stakeholders feel that they have a part in the decision-making process
- E. Possible Actions:
1. Strengthen and improve the Campus/District Leadership Committee
 2. Encourage staff to utilize the Campus Leadership Committee/DIP Committee
 3. Develop a time to meet with High School teachers during the school week

Needs Assessment Summary

Cushing High School received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

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

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 80% of All Students met or exceeded the Approaches Grade Level standards on the STAAR Reading tests. Percentages for other student groups ranges from 100% for students of Two or More Races to 47% for Special Education students.

Math: 87% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math tests. Percentages for other student groups ranged from 87% for White students to 64% for Special Education students.

Writing: Seventh grade students took the STAAR Writing test. 94% of All Students met or exceeded the Approaches Grade Level standard. 91% of White and Economically Disadvantaged students also met or exceeded the Approaches Grade Level standard.

Science: Eighth through twelfth grade students took the STAAR Science test. 95% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student populations ranged from 100% for Hispanic students to 71% for African American students.

Social Studies: Eighth through twelfth grade students took the STAAR Social Studies test. 78% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 89% for Hispanic students to 10% for Special Education students.

Interventions:

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

- * Tutorials during and after school for grades 6 – 12
- * Intervention and Enrichment in Core Subject Areas for grades 6 - 12
- * Math Lab for grades 6, 8
- * Credit Recovery Program for grades 6 – 12
- * Summer Intervention for grades 6 - 12
- * DAEP Program for grades 9 - 12

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 High School increased from 94.7% in 2017-2018 to 95.3% in 2018-2019. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

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Dropout Rate:

Dropout rates for grades 7 - 12 remained at 0.0% in 2018-2019. Several programs including parental involvement activities and counseling programs are in place to maintain a dropout rate of 0% for all students and all student groups.

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

Objective(s): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.

<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): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and 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, Assistant Principal, Counselor, and Teachers. The Policy is distributed in the Student</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	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 - 05/21: 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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<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>Handbook and on the website in English and Spanish. Parent and Family Engagement Meetings are held on Mondays during the week in the evenings.</p> <p>Stakeholders are notified through the Cushing High School 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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Objective(s): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>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>	8/2020 - 5/2021	High School Principal - Andy Gresham	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 - 06/21: 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 High School 2020-2021

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

Objective(s): 6th-12th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: 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>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Teachers	Documents :Teacher Records - - 12/20: 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 - - 05/21: 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.
<p>Activity: Parent and Community Support Organizations - Cushing High School conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:</p> <ul style="list-style-type: none"> * Open House/Parent Night * Parent/Teacher Conferences * PTA Meetings — 2nd Tuesday of each month * Student Orientations * Volunteer Opportunities <ul style="list-style-type: none"> - Book Fairs - Assisting in the classroom - Teacher Appreciation Week activities - Red Ribbon Week activities * Mentoring Opportunities * Award Assemblies * Student Programs (Plays, Choir, Concerts, etc.) 	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Cushing High School.	Parents as full partners in the education of Cushing High School students.	Documents :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Cushing High School.

Campus Improvement Plan
Cushing High School 2020-2021

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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>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>	<p>8/2020 - 5/2021</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Involvement Records - 05/21: 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.</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>Site-Based Decision Making Committee (SBDMC) - The SBDMC is made up of members of the Cushing High School staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The SBDMC will meet periodically to discuss plans, progress and ideas for improving the education and environment at Cushing High School. [TEC 11.251 (b)]</p> <p>Cushing High School reviewed/ revised the CIP on October 12, 2020. The Plan was reviewed by the Principal, Assistant Principal, Counselor, Secretary, and Teachers. The CIP is available at the main office and on the website. The CIP 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 High School.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets - 01/21: 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 High School.	Documents :Agenda, Minutes, Sign-In Sheets - 05/21: A current CIP approved by the Cushing ISD Board of Trustees.

Campus Improvement Plan
Cushing High School 2020-2021

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Title I, Part A Schoolwide Assistance - The SBDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Cushing High School CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Students Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.	8/2020 - 7/2021	Superintendent - Michael Davis High School Principal - Andy Gresham	Federal - Title I, Part A - SECCA, Inc. Consulting Services <p style="text-align: right;">\$1,946.50</p> Federal - Title II, Part A - SECCA, Inc. Consulting Services <p style="text-align: right;">\$800.00</p> Federal - Title IV, Part A - SECCA, Inc. Consulting Services <p style="text-align: right;">\$800.00</p> State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <p style="text-align: right;">\$11,494.00</p> Federal - ESSER - SECCA, Inc. Consulting Services <p style="text-align: right;">\$2,946.00</p>	Documents :Agendas, Meeting Notes - - 12/20: Cushing High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Cushing High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documents :School Records - - 05/21: Cushing High School will receive the State Accountability Rating of B or higher.

Campus Improvement Plan
Cushing High School 2020-2021

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): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC will meet to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2020 - 8/2020	High School Principal - Andy Gresham	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Cushing High School.	Documents :Agenda, Minutes, Sign-In Sheets - 08/20: 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> <p>In response to COVID-19, the Cushing ISD will purchase textbooks to support online learning.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Foundation Staff Local Funds - Instructional Resources Federal - ESSER - Textbooks \$3,297.00	Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/21: 89% of students will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing High School 2020-2021

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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: Foundation Assessments - Students in grades 6 – 12 will be administered AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and to track progress.	8/2020 - 5/2021	Counselor - Gina Gresham	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Informal Assessment :Campus-designed Developmental Checklist - - 05/21: 90% of students will be reading at, or above grade level. Criterion-Referenced Test :STAAR Tests - - 05/21: 89% of students will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, TELPAS, and Benchmark Tests. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2020 - 5/2021	High School Principal - Andy Gresham	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass core subject area benchmark tests.	Program improvements are implemented.	Informal Assessment :Classroom Assessments - - 05/21: 90% of students will pass core subject area benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/21: 89% of students will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing High School 2020-2021

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure Math and Reading (grades 6 – 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and U.S. History.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the 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>1/2021 - 6/2021</p>	<p>High School Principal - Andy Gresham</p>	<p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>Maintain state accountability rating of B or higher.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/21: 89% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

Campus Improvement Plan
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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>Accelerated Instruction (SWP CNA, CIP) - Cushing High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <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>	8/2020 - 5/2021	High School Principal - Andy Gresham	State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$7,000.00		<p>Increased academic performance by all students and all student groups.</p> <p>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.</p>	<p>Documents :Counselor Records - 05/21: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Core Subject Accelerated Instruction - Students in grades 6 - 12 who have not met the minimum expectations on the STAAR tests, or who have failed a core-subject area class will be provided daily supplemental instruction. Students in grades 6 and 8 will also receive additional assistance through Math Lab. 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.	8/2020 - 5/2021	High School Principal - Andy Gresham	State - State Compensatory Education (SCE) - Time Contributions of Intervention Teachers FTE: 2.10 <p style="text-align: right;">\$110,969.10</p> Federal - Title I, Part A - Time Contributions of Math Lab Teacher FTE: 0.38 <p style="text-align: right;">\$24,196.42</p> Federal - Title I, Part A - Time Contributions of Intervention Teacher FTE: 1.00 <p style="text-align: right;">\$67,269.47</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass core subject area benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/21: 89% of students will pass the appropriate grade-level and subject-area STAAR tests. Criterion-Referenced Test :STAAR Reading - - 05/21: 73% of students in grade 7 will pass the STAAR Reading test. Criterion-Referenced Test :STAAR Math - - 05/21: 80% of students in grade 8 will pass the STAAR Math test.
Activity: Summer Intervention - Summer Intervention in Reading, Math, Science, and Social Studies is available to students in grades 6 - 12 who did meet the standards on the STAAR assessments. Summer school will be 4 weeks long.	June 2021	High School Principal - Andy Gresham	State - State Compensatory Education (SCE) - Time Contributions of Summer School Personnel <p style="text-align: right;">\$11,427.69</p>		Students have every opportunity to meet their full educational potential.	Documents :School Records - - 06/21: 90% of students will be promoted to next grade.

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<p>Activity:</p> <p>Tutorial Program - A Tutorial program is available to students in grades 6 – 12 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Tutorials are offered during school and after school in core subject areas for 30 to 60 minutes a day as needed.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Extra Duty Pay for Tutorials	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/21: 89% of students will pass all appropriate grade-level and subject-area STAAR tests. Criterion-Referenced Test :STAAR Reading - - 05/21: 73% of students in grade 7 will pass the STAAR Reading test. Criterion-Referenced Test :STAAR Math - - 05/21: 80% of students in grade 8 will pass the STAAR Math test.
<p>Strategy:</p> <p>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).</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	State - Special Education Block Grant - Special Education Allotment \$618,402.00	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 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.

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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>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) §29.004, 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>	8/2020 - 5/2021	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments		<p>Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.</p>	<p>Documents :Counselor Records - - 05/21: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>

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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: Special Education Modifications - Cushing High School provides a range of educational programs and different instructional arrangements for students with disabilities. The "Least Restrictive Environment" required for academic success is always a main consideration. These include a Resource pullout class, Inclusion in the regular classroom, Content Mastery and Life Skills. The appropriate instructional setting will be determined for each student by ARD committees.	8/2020 - 5/2021	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - – 12/20: 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 - - 05/21: 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.
Activity: Related Services - Cushing High School ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy and Visually Impaired Services. These services are provided by the Nacogdoches County Co-Op, which includes Cushing ISD as a member.	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of ARD Committee		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :Student Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Transition Services - Cushing High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> <p>The district will post the transition</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of Staff and Faculty		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :Student Records - - 05/21: Transition activities are 100% in line with students' IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
and employment guide on the district's website in accordance with TEC §29.0112. Strategy: English as a Second Language (ESL) Program - Cushing High School 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).	8/2020 - 5/2021	High School Principal - Andy Gresham 504/ESL Coordinator - Angela Russell	Federal - Title III, Part A - ELA - Region VII SSA \$2,436.00 State - Bilingual Block Grant - Bilingual Block Grant \$12,936.00	See Activities below.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	See Activities below.

Campus Improvement Plan
Cushing High School 2020-2021

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): 6th-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>EL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 6 – 12.</p> <p>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.</p>	8/2020 - 5/2021	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments		Significant increase in students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Documents :Counselor Records - - 05/21: 100% of the students identified as EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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<p>Activity:</p> <p>Modifications for EL - Based on LPAC prescription, EL in grades 6 - 12 participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Students will receive 30 minutes of pullout instruction daily. Technology is used to accelerate the development of all four language skills.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the EL, including modification methods and strategies for instruction of the core curriculum.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham 504/ESL Coordinator - Angela Russell	State and Local Funds - Time Contributions of ESL Teacher	Informal Assessment :Classroom Assessments - - 12/20: 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.	Language Assessment :Language Assessments Scales (LAS) - - 05/21: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/21: 62% of EL in grades 6 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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<p>Activity:</p> <p>Program Exit Criteria - Exit criteria are applicable to students in grades 6 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>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> <ul style="list-style-type: none"> * English Language Proficiency: Grades 6 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * English Reading: Grades 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 6 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests. * Results of a subjective teacher evaluation using the state's standardized rubric. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring</p>	8/2020 - 5/2021	Counselor - Gina Gresham High School Principal - Andy Gresham	State and Local Funds - Time Contributions of ESL Teacher	Language Assessment :Language Assessments Scales (LAS) - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the Bilingual/ESL Program. Narrowing the achievement gap between EL and non-EL.	Criterion-Referenced Test :STAAR Reading/ELA - - 05/21: 86% of students will pass the STAAR Reading/ELA tests in English and/or Spanish.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Education Program - Cushing High School provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Currently, there are no Migrant students in Cushing ISD.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Migrant Resources	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 89% of students in grades 6 - 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Dyslexia Program - Cushing High School will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	State - Dyslexia Allotment - Dyslexia Allotment \$15,399.00	See Activities below.	Increased student achievement.	See Activities below.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dyslexia and Related Disorders Assessment - Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an IEP for him/her is developed that will include any modifications or accommodations that may be needed.	8/2020 - 5/2021	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documents :Counselor Records - - 05/21: 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.

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<p>Activity:</p> <p>Modifications for Dyslexia - The Dyslexia program serves students in all grades at Cushing High School. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Cushing High School students are provided with computer aided instruction daily for 60 minutes to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	State and Local Funds - Dyslexia Resources	Informal Assessment :Report Card Grades - - 12/20: 90% of all students will have made appropriate progress through the Dyslexia program, as reflected in Report Cards.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/21: 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/ELA - - 05/21: 86% of students will pass the STAAR Reading/ELA test.

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<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>	8/2020 - 5/2021	High School Principal - Andy Gresham 504/ESL Coordinator - Angela Russell	Local Funds - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor Records - 05/21: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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Strategy: Gifted and Talented (G/T) Program - Cushing High School has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2020 - 5/2021	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of G/T Staff	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.
Activity: G/T Assessment - Students in grades 6 – 12 are eligible to participate in the G/T Program of Cushing High School. Transfer students will participate in the program if identified as G/T at their previous school, current students are nominated through teacher/parent recommendations. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students. (TAS 1.7)	8/2020 - 5/2021	Counselor - Gina Gresham	State and Local Funds - Assessment Instruments		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Counselor Records - - 05/21: All students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, per Counselor Records.
Assessment instruments include: * Portfolios * Teacher recommendations * Parent nomination * Standardized tests						

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<p>Activity:</p> <p>Modifications for G/T Students - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p> <p>Students who have met the district criteria for G/T participate in pullout classes designed for special projects. Students are eligible to participate in Pre-Advanced Placement (AP) and Advanced Placement (AP) classes, as well as enrichment field trips, and to receive dual credit through Angelina College and Stephen F. Austin State University (SFASU).</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	State and Local Funds - Time Contributions of G/T Staff	Documents :Counselor Records - - 12/20: 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 - - 05/21: 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 High School provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Ancillary Staff	Documents :Campus Records - 12/20: 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 - 05/21: 89% of students will pass appropriate grade-level and subject-area STAAR tests.

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Activity: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups—behavior and attendance * Assistance with testing coordination * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues * STAAR presentations * Individual student planning The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Coordination of Services—Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education Students	8/2020 - 5/2021	Counselor - Gina Gresham	Local Funds - Time Contributions of Counselor	Documents :Counselor Records - - 12/20: 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 - - 05/21: 89% of students will pass appropriate grade-level and subject-area STAAR tests.

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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): 6th-12th Achieve a student dropout rate of 0%. 6th-12th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips. Students with Perfect Attendance will be rewarded every six weeks and at the End of Year Ceremony in May.</p> <p>Students with less than 90% attendance for the semester will be referred to the Campus Attendance Committee to determine if credit will be granted. Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>Students with three late arrivals or three early leaves will serve an afternoon of school detention.</p> <p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Cushing High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham Secretary - Brandy Davis	Local Funds - Time Contributions of Attendance Staff Local Funds - Time Contributions of Attendance Committee	Documents :Agenda, Minutes, Sign-In Sheets - 08/20: Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook, during open house and during parent meetings. Documents :Parent Contact Logs - 12/20: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Cushing High School faculty will encourage academic growth and increased student attendance.	Documents :Attendance Records - 05/21: Attendance Records reflect an attendance rate at 97% or above.
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Cushing High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/20: Attendance Records reflect an attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.	Documents :Campus Records - 05/21: 90% of students will be promoted to the next grade level or obtain a high school diploma. Documents :Campus Records - 05/21: Achieve student dropout rate of 0%, as reflected by Campus Records.

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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): 6th-12th Achieve a student dropout rate of 0%. 6th-12th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Credit Recovery Program - Cushing High School utilizes a credit recovery program, Edgenuity, to allow students the opportunity to regain failed credits. This is a web-based program that will be used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham Credit Recovery Teacher - Jason Davis	State - State Compensatory Education (SCE) - Credit Recovery Site License <p style="text-align: right;">\$3,528.70</p>	Informal Assessment :Report Card Grades - - Six Weeks: Six week grade reports show on-time credit accrual.	Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :Campus Records - - 05/21: 90% of students will be promoted to the next grade level or attain the appropriate credits and graduate in four years.
<p>Strategy:</p> <p>Extracurricular Activities - Cushing High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - 05/21: Increase in the number of students participating in extracurricular activities as compared to the previous year.

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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: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Junior High and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. These competitions allow students to interact with other participants and develop skills that students will use in the classroom and society.	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - - 05/21: Increase in the number of UIL participants as compared to the previous year.
Activity: Clubs and Organizations - Cushing High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. Clubs and organizations available include: * Art Club * Drama Club * Spanish Club * Science Club * Fellowship of Christian Athletes (FCA) * Family, Career and Community Leaders of America (FCCLA) * Future Farmers of America (FFA), * National Honor Society (NHS) * Cheerleading * Twirling * Student Council and Class Officers * School Newspaper * School Yearbook	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Sponsors		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - - 05/21: Increase in the number of students participating in clubs and organizations as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, 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>

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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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. *Personal-Social—Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2020 - 6/2021	Counselor - Gina Gresham	Local Funds - Time Contributions of Counselor		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/21: All students will make informed curriculum choices to prepare for success in high school and beyond high school.

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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>
Cushing High School will offer ACT and SAT prep courses to increase the percent and performance of students taking college entrance exams. Strategy: College Preparation (SWP CIP) - Students in grades 9 – 12 have opportunities to earn college credit through the following methods: * Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP). * Enrollment in an AP or dual credit course through the Texas Virtual School Network. * Enrollment in courses taught in conjunction and in partnership with Stephen F. Austin State University and Angelina College. * Certain CTE courses.	8/2020 - 5/2021	High School Principal - Andy Gresham	Federal - Title I, Part A - Dual Credit Tuition <p style="text-align: right;">\$17,600.00</p>	Documents :Campus Records - 12/20: Campus Records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.	Students exhibiting college readiness and earning both high school and college credit.	Documents :Student Records - 05/21: All students participating in concurrent and dual credit courses will earn high school and college credits.

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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>Career and Technical Education (CTE) - Cushing ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Career Considerations: Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <p>* Agricultural Science and Technology Education - Agricultural Mechanics - Wildlife, Fisheries and Ecology Management - Equine Science</p> <p>* Business and Technology Education - Principles of Information Technology - Business Information Management</p> <p>* Family and Consumer Sciences - Principles of Human Services - Child Development - Food Science</p> <p>Cushing ISD participates in a Carl Perkins Co-Op with Martinsville ISD.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	<p>State - Career and Technology Education Block Grant - Time Contributions of CTE Staff \$274,428.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - Carl Perkins Co-Op \$6,066.00</p>	<p>Documents :Campus Records - 12/20: Campus Records indicate an increase in the number of students enrolled in Career and Technical courses and students earning professional certifications as compared to the previous school year.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Informal Assessment :Report Card Grades - 05/21: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p> <p>Documents :School Records - 05/21: The percentage of students earning CNA certifications will increase from 45% to 70%.</p>

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): 6th-12th 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
Strategy: Professional Development Program (SWP CIP) - The Cushing ISD Superintendent, Curriculum Director, Campus Principal, and SBDMC design and support professional development programs and activities that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet and * will apply scientifically research-based strategies to meet the learning needs of all students. Annual needs assessment results indicate a need for: 1) Disaggregating STAAR Data 2) Modifications for ESL, G/T and Special Education 3) Technology Integration 4) Instructional activities tied to the TEKS and STAAR 5) Assistance will be provided in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed 6) Effective strategies for dropout prevention, credit recovery, and discipline issues.	8/2020 - 5/2021	Superintendent - Michael Davis High School Principal - Andy Gresham	Local Funds - Contracted PD	Documents :Professional Development Records - 12/20: 100% of the faculty will have received appropriate training to be considered Fully Certified, per state law.	Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.	Documents :Professional Development Records - 05/21: Faculty and staff continuing as life-long learners as they participate in professional development training requisite for academic success of all students.

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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, Region VII Personnel Services Cooperative. All applicants are screened prior to the interview process to ensure teachers have at least a bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned. Recruitment bonuses and Retention stipends are offered for high need areas. Recruiting activities will ensure that Cushing High School maintains a 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Cushing High School ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>Cushing High School will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs, KATS Mentoring Program, and team building activities.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Region VII Personnel Services Cooperative	Documents :HR Records - 08/20: 100% Certified Faculty.	100% Fully Certified Faculty.	Documents :HR Records - 05/21: 100% Certified Faculty.
<p>Strategy:</p> <p>Evaluation of Professional Development Program - The Cushing High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2021	High School Principal - Andy Gresham	Coordinated Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 89% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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): 6th-12th 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>

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 High School reviews the following areas:</p> <ul style="list-style-type: none"> * the amount, quality and availability of equipment, * the types of computer systems available, * how current the hardware and software systems being used are, * any barriers that exist that are preventing the effective use of technology and * technology professional development opportunities. <p>Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated.</p> <p>Priority needs in technology include the need to expand the use of technology in student learning, professional development opportunities in using technological tools, and an increase in hardware and software.</p> <p>The campus will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. * Purchase educational technology to facilitate remote learning due to COVID-19. 	August 2020	High School Principal - Andy Gresham Technology Director - Casey Copeland	Local Funds - Time Contributions of Committee Members		The educational system of Cushing High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda, Minutes, Sign-In Sheets - 08/20: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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
Strategy: Technology Integrated Curriculum (SWP CIP) - Cushing High School classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Renaissance Learning, IXL Learning, Think through Math, Study Island, and iStation 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.	8/2020 - 5/2021	Technology Director - Casey Copeland	Local Funds - Time Contributions of Technology Staff State - State Compensatory Education (SCE) - Districtwide Technology Resources \$5,500.00 Federal - ESSER - Districtwide Technology Resources \$96,512.50 Federal - Title I, Part A - Districtwide Educational Site Licenses \$15,572.00 State - State Compensatory Education (SCE) - Districtwide Educational Site Licenses \$1,987.50	Documents :Equipment Inventory - 12/20: 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 - 12/20: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	The educational system of Cushing High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/21: 89% of students will pass the appropriate grade-level and subject-area STAAR tests.

Goal: 7 Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2020-2021 as compared to the 2019-2020 school year as measured by PEIMS and discipline records.

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

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

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<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 	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Health and Fitness Assessments - 12/20: 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 - 05/21: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<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 High School offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings (e.g., vision, height and weight) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham Nurse - Charity Alvy	Local Funds - Time Contributions of Staff		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 - 05/21: 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.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, nurse or counselor); a physician or nurse midwife licensed to practice in the U.S. or a nurse practitioner. Cushing High School will continue to identify and collect documentation on pregnant students. Documentation will include:</p> <p>* Verification of pregnancy (it is the district's decision as to who the verifying official will be - it may be the PRS Coordinator, a teacher, counselor, doctor, nurse, midwife, etc.)</p>	8/2020 - 5/2021	High School Principal - Andy Gresham Counselor - Gina Gresham Nurse - Charity Alvy	<p>Local Funds - Time Contributions of Staff</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Homebound Teacher</p> <p style="text-align: right;">\$3,762.36</p>	<p>Documents :Campus Records - - 12/20: Campus records indicate a reduction in absences and an increase in passing six weeks grades.</p>	Students who are pregnant continue to attend school.	<p>Documents :Campus Records - - 05/21: Campus records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/21: Attendance rates will meet or exceed 97%.</p>

Goal: 7 **Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2020-2021 as compared to the 2019-2020 school year as measured by PEIMS and discipline records.

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

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<ul style="list-style-type: none"> * CEHI teacher's log including dates and times * Copies of ARDs and IEPs, if applicable * PRS entry date * Date of delivery * Doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period * PRS exit date <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents.</p>						

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<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 High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Cushing High School will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, tornado and other emergency drills * Medical Services (screenings and information) * Assemblies and Speakers (encouraging safety and healthy choices) * Dating Violence Policy (see Board Policy FFH-Local) * Emergency Response Protocol * Crisis Prevention/Intervention Training * Security Personnel - School Resource Officer (SRO) * Security Devices such as Cameras, Alarms, and Visitor Check-Ins/Badges 	8/2020 - 5/2021	<p>Superintendent - Michael Davis High School Principal - Andy Gresham Security Resource Officer -</p>	<p>State - School Safety Allotment - School Safety Allotment \$4,899.00</p>	<p>Documents :Discipline Records - 12/20: Number of discipline referrals each six weeks will decrease.</p> <p>Documents :Campus Records - 12/20: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Records - 05/21: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.</p>

<p>Goal: 7 Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2020-2021 as compared to the 2019-2020 school year as measured by PEIMS and discipline records.</p> <p>6th-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
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<p>* Parent Notification System</p> <p>* Training in CPR, First Aide, using an Automated Defibrillator Unit, and the dangers of MSRA</p> <p>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); Board Policy CKE – Local)</p>						

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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>	8/2020 - 5/2021	Superintendent - Michael Davis	<p>Local Funds - Time Contributions of DAEP Staff</p> <p>Local Funds - E2020 Program</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Substitutes \$4,067.41</p>	<p>Documents :Student Records - - 12/20: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p> <p>Documents :Principal Records - - 12/20: 50% reduction in infractions of the Cushing ISD Student Code of Conduct, as reflected on the Principal's Records.</p>	<p>Dropout rate of 0%.</p> <p>Students will stay and succeed in school.</p>	<p>Informal Assessment :Report Card Grades - - 05/21: Final report card grades and STAAR assessments will indicate program's success.</p> <p>Documents :Discipline Records - - 05/21: 20% fewer incidences of illegal and/or disorderly activities as compared to the previous year.</p>

Campus Improvement Plan
Cushing High School 2020-2021

<p>Goal: 7 Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2020-2021 as compared to the 2019-2020 school year as measured by PEIMS and discipline records.</p> <p>6th-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Cushing High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities. Programs and activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) * Drug Testing Program * Drug Dog Visits * Core Essentials * Conscious Discipline * Teens in the Drivers Seat 	8/2020 - 5/2021	High School Principal - Andy Gresham	Local Funds - Time Contributions of Faculty and Staff	Documents :Agenda, Minutes, Sign-In Sheets - - 08/20: Appropriate campus stakeholders will have held meetings to plan the programs and services for current school year.	Reduction in PEIMS 425 Incidents.	Documents :Discipline Records - - 05/21: PEIMS and Discipline Records reflect a 20% reduction in the number of incidents involving violence, tobacco, alcohol, and other drug use as compared to the previous year.

Campus Improvement Plan
Cushing High School 2020-2021

<p>Goal: 7 Cushing High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2020-2021 as compared to the 2019-2020 school year as measured by PEIMS and discipline records.</p> <p>6th-12th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Emergency and Security Operations - Cushing High School will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of the campus with coordination with local emergency management agencies, law enforcement and fire departments. Security devices on the campuses include video cameras, an alarm system and check in and badge system for visitors. Cushing High School will make any necessary changes to improve safety and security for their students.</p> <p>Cushing High School implements a Parent Notification System that allows emails, phone and text messaging to be broadcast quickly in case of an emergency school closing or other important events.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham Security Resource Officer -	<p>Local Funds - Time Contributions of Safety Committee</p> <p>Local Funds - Emergency Action Plan and Security Audit Reports</p>	<p>Documents :Campus Records - - 08/20: 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 - - 05/21: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

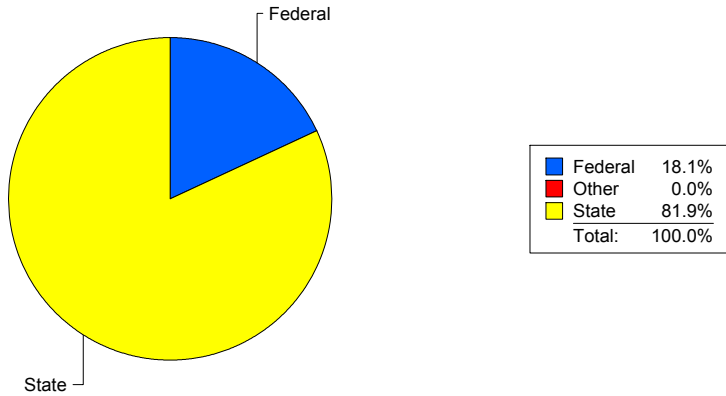
Campus Improvement Plan
Cushing High School 2020-2021

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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>Crisis Prevention and Intervention (CPI) - The Crisis Management Team will ensure that a Campus Management Plan is in place and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing High School staff and faculty will attend CPI training where they are taught how to safely manage disruptive and assaultive behavior. The workshop will train participants to use verbal, nonverbal, physical restraint and transport techniques with verbally and physically acting-out individuals.</p>	8/2020 - 5/2021	High School Principal - Andy Gresham	<p>Local Funds - Time Contributions of Crisis Management Team</p> <p>Local Funds - Crisis Management Plan</p> <p>Local Funds - CPI Training</p>	<p>Documents :Campus Records - - 12/20: 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 High School 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 - - 05/21: Cushing High School will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Management Team.</p> <p>Documents :Discipline Records - - 05/21: 20% fewer incidences of disorderly activities as compared to the previous year.</p> <p>Documents :Professional Development Records - - 05/21: 100% of staff are trained on Crisis Management Procedures.</p>

Campus Improvement Plan
Cushing High School 2020-2021

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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>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. 	8/2020 - 5/2021	Counselor - Gina Gresham	Local Funds - Time Contributions of Counselor	Documents :Agenda, Minutes, Sign-In Sheets - 12/20: 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 - 05/21: Referrals to counselor will decrease by 20% as compared to the previous year. Criterion-Referenced Test :STAAR Tests - 05/21: 89% of students will pass appropriate grade-level and subject-area STAAR tests.

Funding Values By Program



Campus Improvement Plan
Cushing High School 2020-2021
Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins Vocational & Applied Technology		
Carl Perkins Co-Op	0.00	\$6066.00
ESSER		
Textbooks	0.00	\$3297.00
Districtwide Technology Resources	0.00	\$96512.50
SECCA, Inc. Consulting Services	0.00	\$2946.00
Title I, Part A		
Districtwide Educational Site Licenses	0.00	\$15572.00
Time Contributions of Math Lab Teacher	0.38	\$24196.42
Time Contributions of Intervention Teacher	1.00	\$67269.47
SECCA, Inc. Consulting Services	0.00	\$1946.50
Homeless Resources	0.00	\$100.00

Campus Improvement Plan
Cushing High School 2020-2021

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Dual Credit Tuition	0.00	\$17600.00
Title II, Part A		
SECCA, Inc. Consulting Services	0.00	\$800.00
Title III, Part A - ELA		
Region VII SSA	0.00	\$2436.00
Title IV, Part A		
SECCA, Inc. Consulting Services	0.00	\$800.00
		<hr/> \$239,541.89 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Contracted PD	0.00	\$0.00
Region VII Personnel Services Cooperative	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Local Technology Policies	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Migrant Resources	0.00	\$0.00

Campus Improvement Plan
Cushing High School 2020-2021

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Attendance Staff	0.00	\$0.00
Time Contributions of Attendance Committee	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff, 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
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Extra Duty Pay for Tutorials	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Library Resources	0.00	\$0.00
Time Contributions of Coaches	0.00	\$0.00
Athletic Resources	0.00	\$0.00
Time Contributions of Band Director	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00

Campus Improvement Plan
Cushing High School 2020-2021

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
UIL Resources and Awards	0.00	\$0.00
Time Contributions of Sponsors	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Safety Committee	0.00	\$0.00
Emergency Action Plan and Security Audit Reports	0.00	\$0.00
Time Contributions of Crisis Management Team	0.00	\$0.00
Crisis Management Plan	0.00	\$0.00
CPI Training	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
E2020 Program	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Dyslexia Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00

Campus Improvement Plan
Cushing High School 2020-2021

Funding Values By Program

		<u>\$0.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Block Grant		
Bilingual Block Grant	0.00	\$12936.00
Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$274428.00
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	\$618402.00
State Compensatory Education (SCE)		
Districtwide Technology Resources	0.00	\$5500.00
Supplemental Instructional Resources	0.00	\$7000.00
Districtwide Educational Site Licenses	0.00	\$1987.50
Time Contributions of Substitutes	0.00	\$4067.41
Time Contributions of Homebound Teacher	0.00	\$3762.36
SECCA, Inc. Consulting Services	0.00	\$11494.00
Credit Recovery Site License	0.00	\$3528.70
Time Contributions of Summer School Personnel	0.00	\$11427.69
Time Contributions of Intervention Teachers	2.10	\$110969.10
		<u>\$1,085,800.76</u>
Grand Total:		\$1,325,342.65

2019-20 Texas Academic Performance Report

District Name: **CUSHING ISD**

Campus Name: **CUSHING SCHOOL**

Campus Number: **174902001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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 6 Reading																
At Approaches Grade Level or Above	2019	68%	57%	57%	*	57%	54%	-	-	-	33%	*	62%	45%	52%	*
	2018	69%	76%	76%	*	*	79%	*	*	*	*	*	68%	87%	77%	*
At Meets Grade Level or Above	2019	37%	27%	27%	*	29%	25%	-	-	-	17%	*	27%	27%	24%	*
	2018	39%	50%	50%	*	*	54%	*	*	*	*	*	37%	67%	45%	*
At Masters Grade Level	2019	18%	14%	14%	*	14%	11%	-	-	-	17%	*	19%	0%	14%	*
	2018	19%	15%	15%	*	*	17%	*	*	*	*	*	21%	7%	14%	*
Grade 6 Mathematics																
At Approaches Grade Level or Above	2019	81%	76%	76%	*	71%	79%	-	-	-	50%	*	69%	91%	67%	*
	2018	77%	79%	79%	*	*	75%	*	*	*	*	*	63%	100%	73%	*
At Meets Grade Level or Above	2019	47%	32%	32%	*	43%	32%	-	-	-	17%	*	31%	36%	33%	*
	2018	44%	47%	47%	*	*	50%	*	*	*	*	*	42%	53%	32%	*
At Masters Grade Level	2019	21%	14%	14%	*	14%	14%	-	-	-	17%	*	19%	0%	19%	*
	2018	18%	15%	15%	*	*	21%	*	*	*	*	*	16%	13%	9%	*
Grade 7 Reading																
At Approaches Grade Level or Above	2019	76%	91%	91%	*	*	87%	*	*	*	*	*	91%	90%	86%	*
	2018	74%	94%	94%	80%	100%	94%	*	*	-	*	-	95%	91%	94%	*
At Meets Grade Level or Above	2019	49%	67%	67%	*	*	70%	*	*	*	*	*	65%	70%	59%	*
	2018	48%	61%	61%	40%	71%	59%	*	*	-	*	-	65%	55%	53%	*
At Masters Grade Level	2019	29%	36%	36%	*	*	39%	*	*	*	*	*	43%	20%	32%	*
	2018	29%	23%	23%	20%	43%	12%	*	*	-	*	-	20%	27%	18%	*
Grade 7 Mathematics																
At Approaches Grade Level or Above	2019	75%	76%	76%	*	*	74%	*	*	*	*	*	74%	80%	68%	*
	2018	72%	74%	74%	60%	71%	76%	*	*	-	*	-	65%	91%	65%	*
At Meets Grade Level or Above	2019	43%	27%	27%	*	*	30%	*	*	*	*	*	30%	20%	14%	*
	2018	40%	39%	39%	60%	29%	35%	*	*	-	*	-	35%	45%	35%	*
At Masters Grade Level	2019	17%	12%	12%	*	*	13%	*	*	*	*	*	17%	0%	9%	*
	2018	18%	6%	6%	0%	14%	6%	*	*	-	*	-	5%	9%	0%	*
Grade 7 Writing																
At Approaches Grade Level or Above	2019	70%	94%	94%	*	*	91%	*	*	*	*	*	91%	100%	91%	*
	2018	69%	87%	87%	100%	86%	82%	*	*	-	*	-	90%	82%	82%	*
At Meets Grade Level or Above	2019	42%	52%	52%	*	*	52%	*	*	*	*	*	52%	50%	45%	*
	2018	43%	55%	55%	60%	43%	59%	*	*	-	*	-	60%	45%	47%	*
At Masters Grade Level	2019	18%	21%	21%	*	*	26%	*	*	*	*	*	30%	0%	14%	*
	2018	15%	19%	19%	20%	14%	24%	*	*	-	*	-	15%	27%	12%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	97%	97%	100%	100%	95%	*	*	-	-	*	-	100%	91%	95%	*
	2018	86%	86%	86%	*	75%	88%	-	-	-	*	*	*	83%	93%	80%	-
At Meets Grade Level or Above	2019	55%	52%	52%	20%	67%	55%	*	*	-	-	*	*	55%	45%	36%	*
	2018	49%	43%	43%	*	13%	48%	-	-	-	*	*	*	40%	50%	28%	-
At Masters Grade Level	2019	28%	30%	30%	20%	50%	30%	*	*	-	-	*	-	36%	18%	23%	*
	2018	27%	11%	11%	*	0%	12%	-	-	-	*	*	*	10%	14%	8%	-
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	100%	100%	*	*	100%	-	-	-	-	*	-	100%	100%	100%	*
	2018	86%	93%	93%	*	100%	91%	-	-	-	*	*	*	93%	93%	92%	-
At Meets Grade Level or Above	2019	57%	68%	68%	*	*	67%	-	-	-	-	*	*	67%	71%	67%	*
	2018	51%	57%	57%	*	50%	58%	-	-	-	*	*	*	57%	57%	40%	-
At Masters Grade Level	2019	17%	14%	14%	*	*	7%	-	-	-	-	*	-	20%	0%	7%	*
	2018	15%	18%	18%	*	13%	18%	-	-	-	*	*	*	17%	21%	12%	-
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	91%	91%	60%	100%	95%	*	*	-	-	*	-	86%	100%	86%	*
	2018	76%	70%	70%	*	75%	70%	-	-	-	*	*	*	67%	79%	56%	-
At Meets Grade Level or Above	2019	51%	52%	52%	40%	50%	55%	*	*	-	-	*	-	45%	64%	45%	*
	2018	52%	30%	30%	*	25%	30%	-	-	-	*	*	*	23%	43%	20%	-
At Masters Grade Level	2019	25%	15%	15%	0%	33%	15%	*	*	-	-	*	-	14%	18%	14%	*
	2018	28%	18%	18%	*	0%	21%	-	-	-	*	*	*	17%	21%	8%	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	69%	60%	83%	68%	*	*	-	-	*	-	62%	82%	68%	*
	2018	65%	48%	48%	*	50%	45%	-	-	-	*	*	*	50%	43%	36%	-
At Meets Grade Level or Above	2019	37%	38%	38%	40%	33%	42%	*	*	-	-	*	-	24%	64%	32%	*
	2018	36%	18%	18%	*	25%	12%	-	-	-	*	*	*	20%	14%	8%	-
At Masters Grade Level	2019	21%	19%	19%	20%	17%	21%	*	*	-	-	*	-	14%	27%	14%	*
	2018	21%	11%	11%	*	13%	9%	-	-	-	*	*	*	13%	7%	0%	-
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	76%	76%	*	86%	76%	-	-	-	*	*	*	79%	67%	70%	*
	2018	65%	67%	67%	50%	*	65%	-	-	-	100%	0%	*	64%	70%	56%	*
At Meets Grade Level or Above	2019	50%	47%	47%	*	43%	46%	-	-	-	*	*	*	44%	53%	43%	*
	2018	44%	43%	43%	17%	*	41%	-	-	-	80%	0%	*	47%	37%	41%	*
At Masters Grade Level	2019	11%	4%	4%	*	0%	5%	-	-	-	*	*	*	6%	0%	3%	*
	2018	7%	5%	5%	0%	*	6%	-	-	-	0%	0%	*	3%	7%	3%	*
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	83%	83%	*	*	81%	-	-	-	100%	40%	-	88%	77%	80%	*
	2018	67%	61%	61%	*	83%	60%	-	-	-	*	0%	-	57%	68%	48%	*
At Meets Grade Level or Above	2019	49%	46%	46%	*	*	45%	-	-	-	50%	40%	-	53%	36%	46%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	2018	48%	44%	44%	*	17%	46%	-	-	-	0%	0%	-	46%	40%	30%	*
	2019	8%	9%	9%	*	*	10%	-	-	-	0%	40%	-	9%	9%	11%	*
	2018	8%	6%	6%	*	0%	6%	-	-	-	*	0%	-	5%	8%	6%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	96%	96%	80%	100%	97%	*	*	-	*	*	*	97%	93%	94%	-
	2018	83%	65%	65%	80%	-	58%	-	-	-	*	10%	*	56%	73%	56%	-
At Meets Grade Level or Above	2019	61%	79%	79%	60%	88%	78%	*	*	-	*	*	*	79%	79%	75%	-
	2018	55%	48%	48%	40%	-	45%	-	-	-	*	0%	*	39%	55%	41%	-
At Masters Grade Level	2019	37%	46%	46%	30%	50%	39%	*	*	-	*	*	*	45%	50%	44%	-
	2018	32%	35%	35%	20%	-	32%	-	-	-	*	0%	*	28%	41%	33%	-
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	98%	*	100%	97%	-	-	-	*	*	*	97%	100%	96%	-
	2018	87%	74%	74%	80%	*	68%	-	-	-	100%	8%	*	70%	78%	66%	-
At Meets Grade Level or Above	2019	62%	50%	50%	*	50%	48%	-	-	-	*	*	*	45%	64%	42%	-
	2018	59%	43%	43%	20%	*	39%	-	-	-	80%	0%	*	43%	43%	37%	-
At Masters Grade Level	2019	25%	5%	5%	*	17%	3%	-	-	-	*	*	*	6%	0%	4%	-
	2018	24%	11%	11%	0%	*	15%	-	-	-	0%	0%	*	13%	9%	9%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	84%	84%	*	*	86%	-	-	-	*	0%	-	83%	87%	81%	*
	2018	92%	100%	100%	*	*	100%	*	-	*	*	100%	-	100%	100%	100%	-
At Meets Grade Level or Above	2019	73%	61%	61%	*	*	61%	-	-	-	*	0%	-	59%	67%	52%	*
	2018	70%	81%	81%	*	*	79%	*	-	*	*	20%	-	86%	75%	71%	-
At Masters Grade Level	2019	45%	32%	32%	*	*	36%	-	-	-	*	0%	-	31%	33%	19%	*
	2018	40%	60%	60%	*	*	64%	*	-	*	*	0%	-	59%	60%	33%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	85%	84%	79%	88%	84%	100%	86%	*	90%	49%	100%	84%	85%	81%	79%
	2018	77%	76%	75%	74%	79%	73%	100%	80%	*	93%	24%	100%	72%	81%	68%	65%
At Meets Grade Level or Above	2019	50%	51%	50%	43%	54%	50%	71%	29%	*	45%	27%	73%	49%	53%	44%	25%
	2018	48%	45%	46%	41%	38%	46%	86%	40%	*	71%	10%	77%	45%	48%	37%	24%
At Masters Grade Level	2019	24%	22%	19%	21%	21%	19%	43%	14%	*	15%	20%	45%	22%	14%	17%	11%
	2018	22%	18%	17%	11%	10%	18%	43%	0%	*	32%	3%	46%	16%	19%	11%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	81%	80%	87%	81%	77%	*	*	*	100%	47%	*	83%	74%	77%	70%
	2018	74%	77%	74%	65%	81%	73%	*	*	*	83%	14%	*	71%	78%	67%	50%
At Meets Grade Level or Above	2019	48%	51%	47%	40%	46%	47%	*	*	*	60%	26%	*	48%	45%	42%	20%
	2018	46%	48%	47%	35%	33%	47%	*	*	*	67%	10%	*	46%	47%	38%	25%
At Masters Grade Level	2019	21%	22%	17%	27%	19%	16%	*	*	*	10%	26%	*	20%	9%	15%	10%
	2018	19%	15%	10%	12%	11%	9%	*	*	*	17%	3%	*	10%	11%	8%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	89%	87%	82%	86%	87%	*	*	*	*	64%	*	85%	90%	82%	75%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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		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 Meets Grade Level or Above	2018	81%	80%	79%	77%	83%	75%	*	*	*	100%	28%	*	72%	87%	71%	67%
	2019	52%	55%	53%	36%	68%	53%	*	*	*	*	36%	*	54%	52%	49%	38%
	2018	50%	45%	48%	46%	39%	49%	*	*	*	63%	11%	*	45%	53%	37%	17%
At Masters Grade Level	2019	26%	25%	25%	36%	27%	22%	*	*	*	*	21%	*	28%	17%	23%	13%
	2018	24%	19%	19%	8%	11%	21%	*	*	*	50%	6%	*	16%	24%	15%	0%
	All Grades Writing																
At Approaches Grade Level or Above	2019	68%	85%	94%	*	*	91%	*	*	*	*	*	*	91%	100%	91%	*
	2018	66%	75%	87%	100%	86%	82%	*	*	-	-	*	-	90%	82%	82%	*
	2019	38%	40%	52%	*	*	52%	*	*	*	*	*	*	52%	50%	45%	*
At Meets Grade Level or Above	2018	41%	49%	55%	60%	43%	59%	*	*	-	-	*	-	60%	45%	47%	*
	2019	14%	16%	21%	*	*	26%	*	*	*	*	*	*	30%	0%	14%	*
	2018	13%	10%	19%	20%	14%	24%	*	*	-	-	*	-	15%	27%	12%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	95%	71%	100%	96%	*	*	-	*	83%	*	92%	100%	91%	*
	2018	80%	70%	72%	71%	80%	69%	-	-	-	100%	13%	*	68%	78%	62%	-
	2019	54%	49%	51%	43%	50%	51%	*	*	-	*	33%	*	45%	64%	43%	*
At Meets Grade Level or Above	2018	51%	35%	37%	14%	40%	35%	-	-	-	83%	0%	*	33%	43%	30%	-
	2019	25%	14%	9%	0%	25%	8%	*	*	-	*	17%	*	9%	9%	9%	*
	2018	23%	15%	14%	0%	0%	18%	-	-	-	17%	0%	*	15%	14%	8%	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	78%	78%	63%	89%	80%	*	*	-	*	10%	-	74%	85%	74%	*
	2018	78%	73%	73%	*	64%	73%	*	-	*	*	63%	*	71%	76%	65%	-
	2019	55%	51%	51%	50%	44%	55%	*	*	-	*	10%	-	44%	65%	42%	*
At Meets Grade Level or Above	2018	53%	49%	49%	*	45%	45%	*	-	*	*	13%	*	48%	50%	37%	-
	2019	33%	26%	26%	13%	11%	31%	*	*	-	*	0%	-	24%	31%	16%	*
	2018	31%	35%	35%	*	9%	36%	*	-	*	*	0%	*	33%	38%	15%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- contin- uously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	44	44	*	43	42	-	-	-	-	50	*	50	30	43	*
	2018	47	36	36	-	*	48	*	*	*	*	*	*	32	42	36	*
Grade 6 Mathematics	2019	54	46	46	*	36	48	-	-	-	-	30	*	48	40	43	*
	2018	56	23	23	-	*	26	*	*	*	*	*	*	26	19	12	*
Grade 7 ELA/Reading	2019	77	84	84	*	*	82	*	*	*	*	*	*	84	85	83	*
	2018	76	81	81	70	100	74	*	*	-	-	*	-	80	82	88	*
Grade 7 Mathematics	2019	62	52	52	*	*	57	*	*	*	*	*	*	57	40	60	*
	2018	67	65	65	50	71	71	*	*	-	-	*	-	68	59	59	*
Grade 8 ELA/Reading	2019	77	68	68	70	75	72	*	*	-	-	*	-	64	75	65	*
	2018	79	70	70	*	63	69	-	-	-	*	*	*	63	85	65	-
Grade 8 Mathematics	2019	82	93	93	*	*	88	-	-	-	-	*	-	96	83	88	*
	2018	81	74	74	*	56	77	-	-	-	*	*	*	68	88	79	-
End of Course English II	2019	69	62	62	*	*	63	-	-	-	50	*	-	55	71	60	-
	2018	67	40	40	*	*	43	-	-	-	*	14	-	45	32	31	*
End of Course Algebra I	2019	75	84	84	*	100	79	*	*	-	*	*	*	82	91	87	-
	2018	72	70	70	*	-	70	-	-	-	*	*	*	65	73	58	-
All Grades Both Subjects	2019	69	69	66	75	68	65	*	*	*	58	61	83	66	64	66	72
	2018	69	57	57	64	56	59	*	*	*	47	35	100	56	59	53	54
All Grades ELA/Reading	2019	68	66	64	75	64	64	*	*	*	69	63	*	63	66	63	81
	2018	69	56	56	72	57	56	*	*	*	36	47	*	55	57	54	50
All Grades Mathematics	2019	70	72	68	75	70	67	*	*	*	*	58	*	70	62	70	63
	2018	70	58	59	56	56	62	*	*	*	56	21	*	58	61	53	58

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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%	56%	*	*	50%	-	*	-	*	*	54%	*
	2018	38%	53%	60%	*	*	57%	-	-	-	-	*	57%	*
Mathematics	2019	45%	70%	47%	*	*	45%	-	-	-	-	40%	36%	*
	2018	47%	53%	53%	*	*	57%	-	-	-	-	*	54%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	94%	94%	100%	100%	89%	*	*	-	-	*	90%	-
Students Requiring Accelerated Instruction														
	2019	22%	6%	6%	0%	0%	11%	*	*	-	-	*	10%	-
STAAR Cumulative Met Standard														
	2019	85%	97%	97%	100%	100%	95%	*	*	-	-	*	95%	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	81%	81%	*	*	79%	-	-	-	-	*	86%	-
Students Requiring Accelerated Instruction														
	2019	18%	19%	19%	*	*	21%	-	-	-	-	*	14%	-
STAAR Cumulative Met Standard														
	2019	88%	100%	100%	*	*	100%	-	-	-	-	*	100%	-

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 275
 Grade Span: 06 - 12
 (Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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%	84%	-	-	-	-	-	43%	*	*	-	43%	43%
	2018	77%	76%	75%	-	-	-	-	-	65%	63%	67%	-	65%	65%
At Meets Grade Level or Above	2019	50%	51%	50%	-	-	-	-	-	0%	*	*	-	0%	0%
	2018	48%	45%	46%	-	-	-	-	-	24%	25%	22%	-	24%	24%
At Masters Grade Level	2019	24%	22%	19%	-	-	-	-	-	0%	*	*	-	0%	0%
	2018	22%	18%	17%	-	-	-	-	-	6%	0%	11%	-	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	81%	80%	-	-	-	-	-	*	*	*	-	*	*
	2018	74%	77%	74%	-	-	-	-	-	50%	*	*	-	50%	50%
At Meets Grade Level or Above	2019	48%	51%	47%	-	-	-	-	-	*	*	*	-	*	*
	2018	46%	48%	47%	-	-	-	-	-	25%	*	*	-	25%	25%
At Masters Grade Level	2019	21%	22%	17%	-	-	-	-	-	*	*	*	-	*	*
	2018	19%	15%	10%	-	-	-	-	-	13%	*	*	-	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	89%	87%	-	-	-	-	-	*	-	*	-	*	*
	2018	81%	80%	79%	-	-	-	-	-	67%	*	*	-	67%	67%
At Meets Grade Level or Above	2019	52%	55%	53%	-	-	-	-	-	*	-	*	-	*	*
	2018	50%	45%	48%	-	-	-	-	-	17%	*	*	-	17%	17%
At Masters Grade Level	2019	26%	25%	25%	-	-	-	-	-	*	-	*	-	*	*
	2018	24%	19%	19%	-	-	-	-	-	0%	*	*	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	94%	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	75%	87%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	38%	40%	52%	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	49%	55%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	14%	16%	21%	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	10%	19%	-	-	-	-	-	*	*	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	95%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	70%	72%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	49%	51%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	35%	37%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	14%	9%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	15%	14%	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	78%	78%	-	-	-	-	-	*	*	-	-	*	*
	2018	78%	73%	73%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	51%	51%	-	-	-	-	-	*	*	-	-	*	*
	2018	53%	49%	49%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	26%	26%	-	-	-	-	-	*	*	-	-	*	*
	2018	31%	35%	35%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	66%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	57%	57%	-	-	-	-	-	54%	80%	38%	-	54%	54%
All Grades ELA/Reading	2019	68%	66%	64%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	56%	56%	-	-	-	-	-	50%	*	*	-	50%	50%
All Grades Mathematics	2019	70%	72%	68%	-	-	-	-	-	*	-	*	-	*	*

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 275
 Grade Span: 06 - 12
 (Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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	2018	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
	2018	70%	58%	59%	-	-	-	-	-	58%	*	*	-	58%	58%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	57%	56%	-	-	-	-	-	*	-	*	-	*	*
	2018	38%	53%	60%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	70%	47%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	53%	53%	-	-	-	-	-	*	*	-	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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	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%	99%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	100%	96%	96%	100%	100%	*	100%	100%	97%	100%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	4%	4%	0%	0%	*	0%	0%	3%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	98%	100%	100%	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	94%	96%	94%	97%	95%	100%	100%	*	100%	96%	96%	100%
Not Included in Accountability													
Mobile	4%	5%	4%	4%	3%	5%	0%	0%	*	0%	3%	3%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	2%	0%	0%	0%	0%	*	0%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	2%	0%	0%	0%	0%	*	0%	1%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.3%	97.1%	95.9%	94.9%	*	*	*	97.1%	95.5%	94.9%	*
2017-18	95.4%	95.3%	94.7%	95.9%	96.0%	94.3%	*	*	*	95.7%	94.1%	94.1%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	-
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
2017-18	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.5%	95.5%	*	100.0%	93.5%	*	-	*	*	100.0%	100.0%	-
Received TxCHSE	0.5%	2.3%	2.3%	*	0.0%	3.2%	*	-	*	*	0.0%	0.0%	-
Continued HS	3.7%	2.3%	2.3%	*	0.0%	3.2%	*	-	*	*	0.0%	0.0%	-
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	-
Graduates and TxCHSE	90.4%	97.7%	97.7%	*	100.0%	96.8%	*	-	*	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	*	-	*	*	100.0%	100.0%	-
Class of 2018													
Graduated	90.0%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
Received TxCHSE	0.4%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	3.8%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	5.7%	5.6%	5.6%	*	*	7.1%	-	-	-	*	*	8.7%	-
Graduates and TxCHSE	90.4%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
Graduates, TxCHSE, and Continuers	94.3%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
Received TxCHSE	0.6%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.1%	5.6%	5.6%	*	*	7.1%	-	-	-	*	*	8.7%	-
Graduates and TxCHSE	92.8%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
Graduates, TxCHSE, and Continuers	93.9%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
Class of 2017													
Graduated	92.0%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 275
Grade Span: 06 - 12
School Type: Elementary/Secondary

District Name: CUSHING ISD
Campus Name: CUSHING SCHOOL
Campus Number: 174902001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2016													
Graduated	92.1%	96.0%	96.0%	*	100.0%	95.3%	-	-	-	-	100.0%	96.7%	-
Received TxCHSE	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.6%	4.0%	4.0%	*	0.0%	4.7%	-	-	-	-	0.0%	3.3%	-
Graduates and TxCHSE	92.9%	96.0%	96.0%	*	100.0%	95.3%	-	-	-	-	100.0%	96.7%	-
Graduates, TxCHSE, and Continuers	93.4%	96.0%	96.0%	*	100.0%	95.3%	-	-	-	-	100.0%	96.7%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.5%	95.5%	*	100.0%	93.5%	*	-	*	*	100.0%	100.0%	-
Class of 2018	90.0%	94.4%	94.4%	*	*	92.9%	-	-	-	*	*	91.3%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	-	-	*	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	39.0%	39.0%	*	20.0%	46.4%	*	-	*	*	83.3%	34.8%	-
Class of 2018	5.0%	2.9%	2.9%	*	*	3.8%	-	-	-	*	*	4.8%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	51.2%	51.2%	*	60.0%	46.4%	*	-	*	*	0.0%	47.8%	-
Class of 2018	82.0%	88.2%	88.2%	*	*	88.5%	-	-	-	*	*	81.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	90.5%	90.5%	*	80.0%	93.1%	*	-	*	*	83.3%	82.6%	-
Class of 2018	86.8%	91.2%	91.2%	*	*	92.3%	-	-	-	*	*	85.7%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	-	*	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	38.5%	38.5%	*	*	44.4%	*	-	*	*	83.3%	36.4%	-
2017-18	4.9%	5.6%	5.6%	*	0.0%	7.4%	-	-	-	*	*	5.3%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	53.8%	53.8%	*	*	48.1%	*	-	*	*	0.0%	50.0%	-
2017-18	81.5%	83.3%	83.3%	*	80.0%	85.2%	-	-	-	*	*	78.9%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	92.5%	92.5%	*	*	92.9%	*	-	*	*	83.3%	86.4%	-
2017-18	85.1%	88.9%	88.9%	*	80.0%	92.6%	-	-	-	*	*	84.2%	-

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	40	100.0%	40	355,615
By Ethnicity:				
African American	3	7.5%	3	43,953
Hispanic	4	10.0%	4	180,673
White	28	70.0%	28	105,577
American Indian	2	5.0%	2	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	1	2.5%	1	537
Two or More Races	2	5.0%	2	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	1	2.5%	1	1,090
Foundation H.S. Program (No Endorsement)	3	7.5%	3	51,579
Foundation H.S. Program (Endorsement)	15	37.5%	15	15,160
Foundation H.S. Program (DLA)	21	52.5%	21	285,538
Special Education Graduates	6	15.0%	6	27,598
Economically Disadvantaged Graduates	22	55.0%	22	186,364
LEP Graduates	0	0.0%	0	25,189
At-Risk Graduates	11	27.5%	11	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

	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)													
2018-19	72.9%	83.8%	83.8%	*	*	87.5%	*	-	*	*	91.7%	77.3%	-
2017-18	65.5%	80.6%	80.6%	*	80.0%	85.2%	-	-	-	*	*	78.9%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	37.5%	37.5%	*	*	35.7%	*	-	*	*	0.0%	31.8%	-
2017-18	50.0%	61.1%	61.1%	*	80.0%	63.0%	-	-	-	*	*	52.6%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	50.0%	50.0%	*	*	53.6%	*	-	*	*	33.3%	45.5%	-
2017-18	58.2%	50.0%	50.0%	*	80.0%	51.9%	-	-	-	*	*	42.1%	-
Mathematics													
2018-19	48.6%	40.0%	40.0%	*	*	35.7%	*	-	*	*	0.0%	31.8%	-
2017-18	46.0%	36.1%	36.1%	*	60.0%	33.3%	-	-	-	*	*	26.3%	-
Both Subjects													
2018-19	44.2%	37.5%	37.5%	*	*	35.7%	*	-	*	*	0.0%	31.8%	-
2017-18	42.1%	30.6%	30.6%	*	60.0%	29.6%	-	-	-	*	*	21.1%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	2.5%	2.5%	*	*	3.6%	*	-	*	*	0.0%	0.0%	-
2017-18	20.7%	55.6%	55.6%	*	80.0%	55.6%	-	-	-	*	*	47.4%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.0%	5.0%	*	*	0.0%	*	-	*	*	0.0%	4.5%	-
2017-18	20.4%	11.1%	11.1%	*	0.0%	14.8%	-	-	-	*	*	5.3%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	1.4%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	1.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	67.5%	67.5%	*	*	73.2%	*	-	*	*	91.7%	65.9%	-
2017-18	28.7%	50.0%	50.0%	*	80.0%	48.1%	-	-	-	*	*	57.9%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	20.0%	20.0%	*	*	21.4%	*	-	*	*	0.0%	18.2%	-
2017-18	4.8%	19.4%	19.4%	*	60.0%	11.1%	-	-	-	*	*	26.3%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	1.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.0%	85.0%	*	*	89.3%	*	-	*	*	83.3%	86.4%	-
2017-18	38.7%	44.4%	44.4%	*	20.0%	51.9%	-	-	-	*	*	36.8%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	17.5%	17.5%	*	*	21.4%	*	-	*	*	16.7%	13.6%	-
2017-18	4.3%	19.4%	19.4%	*	20.0%	22.2%	-	-	-	*	*	26.3%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	12.5%	12.5%	*	*	14.3%	*	-	*	*	83.3%	13.6%	-
2017-18	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

	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													
2018-19	33.4%	12.5%	12.5%	*	*	17.9%	*	-	*	*	16.7%	13.6%	-
2017-18	32.1%	19.4%	19.4%	*	40.0%	18.5%	-	-	-	*	*	15.8%	-
Mathematics													
2018-19	24.7%	22.5%	22.5%	*	*	28.6%	*	-	*	*	0.0%	18.2%	-
2017-18	23.7%	16.7%	16.7%	*	40.0%	14.8%	-	-	-	*	*	15.8%	-
Both Subjects													
2018-19	18.8%	7.5%	7.5%	*	*	10.7%	*	-	*	*	0.0%	4.5%	-
2017-18	18.1%	5.6%	5.6%	*	20.0%	3.7%	-	-	-	*	*	5.3%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	87.5%	87.5%	*	*	92.9%	*	-	*	*	100.0%	90.9%	-
2017-18	58.4%	83.3%	83.3%	*	60.0%	88.9%	-	-	-	*	*	89.5%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	2.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	3.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	*	0.0%	*	-	*	*	0.0%	0.0%	-
2017-18	0.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	40.0%	40.0%	40.0%	12.5%	43.8%	*	-	*	40.0%	n/a	27.9%	n/a
2018	25.8%	46.8%	46.8%	20.0%	55.6%	47.4%	*	-	*	*	n/a	37.2%	n/a
English Language Arts													
2019	14.5%	35.3%	35.3%	40.0%	12.5%	37.5%	*	-	*	40.0%	n/a	20.9%	n/a
2018	15.3%	44.2%	44.2%	20.0%	55.6%	43.9%	*	-	*	*	n/a	37.2%	n/a
Mathematics													
2019	7.4%	2.4%	2.4%	0.0%	0.0%	3.1%	*	-	*	0.0%	n/a	4.7%	n/a
2018	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
Science													
2019	10.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	n/a	0.0%	n/a
2018	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	25.9%	25.9%	20.0%	12.5%	28.1%	*	-	*	40.0%	n/a	16.3%	n/a
2018	14.5%	35.1%	35.1%	20.0%	44.4%	35.1%	*	-	*	*	n/a	25.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	5.9%	5.9%	*	*	7.1%	*	-	-	*	n/a	0.0%	n/a
2018	50.7%	13.9%	13.9%	*	0.0%	11.1%	*	-	-	*	n/a	12.5%	n/a
English Language Arts													
2019	41.2%	6.7%	6.7%	*	*	8.3%	*	-	-	*	n/a	0.0%	n/a
2018	42.5%	5.9%	5.9%	*	0.0%	0.0%	*	-	-	*	n/a	6.3%	n/a
Mathematics													
2019	52.2%	*	*	-	-	*	-	-	-	-	n/a	*	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: CUSHING ISD
Campus Name: CUSHING SCHOOL
Campus Number: 174902001

Total Students: 275
Grade Span: 06 - 12
School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	4.5%	4.5%	*	*	5.6%	-	-	-	*	n/a	0.0%	n/a
2018 Social Studies	44.6%	18.5%	18.5%	*	*	15.0%	*	-	-	*	n/a	18.2%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	77.5%	77.5%	*	*	75.0%	*	-	*	*	n/a	77.3%	n/a
2017-18	74.6%	86.1%	86.1%	*	100.0%	85.2%	-	-	-	*	n/a	72.7%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	41.9%	41.9%	*	*	38.1%	*	-	-	*	n/a	41.2%	n/a
2017-18	37.9%	41.9%	41.9%	*	83.3%	34.8%	-	-	-	*	n/a	18.8%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1049	1049	*	*	1016	*	-	-	*	n/a	1032	n/a
2017-18	1036	1025	1025	*	1080	1022	-	-	-	*	n/a	963	n/a
English Language Arts and Writing													
2018-19	517	520	520	*	*	502	*	-	-	*	n/a	509	n/a
2017-18	521	516	516	*	550	514	-	-	-	*	n/a	482	n/a
Mathematics													
2018-19	510	529	529	*	*	514	*	-	-	*	n/a	522	n/a
2017-18	515	510	510	*	530	508	-	-	-	*	n/a	481	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.2	20.2	*	*	19.3	*	-	-	*	n/a	19.9	n/a
2017-18	20.6	19.5	19.5	-	*	19.5	-	-	-	*	n/a	18.0	n/a
English Language Arts													
2018-19	20.3	19.9	19.9	*	*	18.8	*	-	-	*	n/a	19.8	n/a
2017-18	20.3	18.2	18.2	-	*	18.2	-	-	-	*	n/a	16.4	n/a
Mathematics													
2018-19	20.4	19.7	19.7	*	*	18.8	*	-	-	*	n/a	19.1	n/a
2017-18	20.6	20.3	20.3	-	*	20.5	-	-	-	*	n/a	18.9	n/a
Science													
2018-19	20.8	20.5	20.5	*	*	19.6	*	-	-	*	n/a	20.2	n/a
2017-18	20.9	20.3	20.3	-	*	20.5	-	-	-	*	n/a	19.5	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 275
Grade Span: 06 - 12
School Type: Elementary/Secondary

District Name: CUSHING ISD
Campus Name: CUSHING SCHOOL
Campus Number: 174902001

	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													
2018-19	44.6%	43.5%	43.5%	40.0%	33.3%	43.1%	*	-	*	57.1%	63.2%	41.8%	-
2017-18	43.4%	30.4%	30.4%	23.1%	31.3%	30.7%	*	-	*	33.3%	5.3%	26.2%	*
English Language Arts													
2018-19	17.8%	2.5%	2.5%	11.1%	0.0%	2.3%	*	-	*	0.0%	0.0%	2.2%	-
2017-18	17.3%	21.6%	21.6%	7.7%	31.3%	20.6%	*	-	*	33.3%	0.0%	17.9%	*
Mathematics													
2018-19	20.4%	17.6%	17.6%	11.1%	18.8%	17.3%	*	-	*	0.0%	18.8%	12.8%	-
2017-18	20.7%	24.5%	24.5%	25.0%	26.7%	23.4%	*	-	*	33.3%	0.0%	24.1%	*
Science													
2018-19	21.7%	24.3%	24.3%	30.0%	23.5%	23.7%	*	-	-	16.7%	75.0%	29.8%	-
2017-18	21.2%	5.0%	5.0%	16.7%	0.0%	4.9%	*	-	*	0.0%	0.0%	6.2%	*
Social Studies													
2018-19	23.6%	21.5%	21.5%	16.7%	20.0%	20.6%	*	-	*	40.0%	0.0%	15.6%	-
2017-18	22.8%	10.2%	10.2%	7.7%	6.3%	9.6%	*	-	*	22.2%	0.0%	6.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	41.7%	41.7%	*	60.0%	44.4%	-	-	-	*	*	27.3%	-
2016-17	54.6%	62.5%	62.5%	*	57.1%	64.3%	-	-	-	*	20.0%	50.0%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	73.3%	73.3%	-	*	66.7%	-	-	-	-	-	83.3%	-
2016-17	59.2%	62.5%	62.5%	*	*	61.1%	-	-	-	*	*	81.8%	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	275	100.0%	561	5,479,173	275	100.0%	562	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	6.4%	4.5%	0	0.0%	6.4%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	6.9%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 4	0	0.0%	6.4%	7.3%	0	0.0%	6.4%	7.3%
Grade 5	0	0.0%	9.1%	7.6%	0	0.0%	9.1%	7.6%
Grade 6	36	13.1%	6.4%	7.7%	36	13.1%	6.4%	7.7%
Grade 7	42	15.3%	7.5%	7.7%	42	15.3%	7.5%	7.7%
Grade 8	33	12.0%	5.9%	7.5%	33	12.0%	5.9%	7.5%
Grade 9	32	11.6%	5.7%	8.2%	32	11.6%	5.7%	8.2%
Grade 10	46	16.7%	8.2%	7.4%	46	16.7%	8.2%	7.4%
Grade 11	40	14.5%	7.1%	6.9%	40	14.5%	7.1%	6.9%
Grade 12	46	16.7%	8.2%	6.4%	46	16.7%	8.2%	6.4%
Ethnic Distribution:								
African American	17	6.2%	5.2%	12.6%	17	6.2%	5.2%	12.6%
Hispanic	37	13.5%	15.5%	52.8%	37	13.5%	15.5%	52.8%
White	208	75.6%	74.2%	27.0%	208	75.6%	74.2%	27.0%
American Indian	1	0.4%	0.4%	0.4%	1	0.4%	0.4%	0.4%
Asian	2	0.7%	0.5%	4.6%	2	0.7%	0.5%	4.6%
Pacific Islander	1	0.4%	0.2%	0.2%	1	0.4%	0.2%	0.2%
Two or More Races	9	3.3%	4.1%	2.5%	9	3.3%	4.1%	2.5%
Sex:								
Female	130	47.3%	47.8%	48.8%	130	47.3%	47.7%	48.8%
Male	145	52.7%	52.2%	51.2%	145	52.7%	52.3%	51.2%
Economically Disadvantaged	152	55.3%	56.5%	60.3%	152	55.3%	56.6%	60.2%
Non-Educationally Disadvantaged	123	44.7%	43.5%	39.7%	123	44.7%	43.4%	39.8%
Section 504 Students	37	13.5%	11.6%	6.9%	37	13.5%	11.6%	6.9%
English Learners (EL)	5	1.8%	4.8%	20.3%	5	1.8%	4.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.7%	0.3%	1.5%				
Students w/ Dyslexia	13	4.7%	5.9%	4.1%	13	4.7%	5.9%	4.1%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Homeless	1	0.4%	0.5%	1.4%	1	0.4%	0.5%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	275	100.0%	100.0%	65.1%	275	100.0%	100.0%	65.1%
Military Connected	12	4.4%	3.9%	1.9%	12	4.4%	3.9%	1.9%
At-Risk	128	46.5%	44.9%	50.6%	128	46.5%	44.8%	50.5%

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	5	1.8%	4.6%	20.6%	5	1.8%	4.6%	20.6%
Career & Technical Education	162	58.9%	28.9%	27.6%				
Career & Technical Education (9-12 grades only)	150	91.5%	91.5%	50.8%	150	91.5%	91.5%	50.8%
Gifted & Talented Education	16	5.8%	7.3%	8.1%	16	5.8%	7.3%	8.1%
Special Education	29	10.5%	11.9%	10.5%	29	10.5%	12.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	75.9%	56.7%	42.4%				
Students with Physical Disabilities	*	*	23.9%	21.4%				
Students with Autism	*	*	*	13.8%				
Students with Behavioral Disabilities	*	*	11.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	19	6.6%	8.2%	15.3%				
By Ethnicity:								
African American	2	0.7%						
Hispanic	2	0.7%						
White	15	5.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	23	9.7%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.6%	-	10.0%	5.5%
Grade 1	-	10.5%	2.9%	-	50.0%	4.9%
Grade 2	-	2.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	12.5%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	16.7%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	2.5%	2.5%	7.8%	0.0%	0.0%	13.1%

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.3	19.0
Grade 1	-	22.9	18.9
Grade 2	-	20.4	18.8
Grade 3	-	22.0	19.0
Grade 4	-	19.9	19.2
Grade 5	-	23.1	20.9
Grade 6	18.0	18.0	20.4
Secondary:			
English/Language Arts	14.9	14.9	16.4
Foreign Languages	10.8	10.8	18.7
Mathematics	12.3	12.3	17.8
Science	15.6	15.6	18.8
Social Studies	17.1	17.1	19.3

District Name: CUSHING ISD
 Campus Name: CUSHING SCHOOL
 Campus Number: 174902001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 275
 Grade Span: 06 - 12
 School Type: Elementary/Secondary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	28.5	100.0%	100.0%	100.0%
Professional Staff:	28.5	100.0%	65.7%	63.7%
Teachers	23.2	81.4%	51.7%	49.4%
Professional Support	4.3	15.1%	7.8%	10.2%
Campus Administration (School Leadership)	1.0	3.5%	3.1%	3.0%
Educational Aides:	0.0	0.0%	8.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	1.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.0	10.5%	13.4%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.8%
Hispanic	1.9	8.1%	4.5%	28.1%
White	20.3	87.6%	93.1%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	4.3%	2.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	9.2	39.7%	24.5%	23.8%
Females	14.0	60.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	18.3	78.7%	84.5%	73.4%
Masters	3.9	17.0%	13.1%	24.5%
Doctorate	1.0	4.3%	2.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.5	2.2%	6.0%	7.4%
1-5 Years Experience	5.8	24.8%	21.0%	27.9%
6-10 Years Experience	3.0	12.9%	9.6%	19.4%
11-20 Years Experience	8.0	34.5%	36.0%	29.4%
Over 20 Years Experience	5.9	25.6%	27.5%	15.9%
Number of Students per Teacher	11.9	n/a	13.5	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 275
Grade Span: 06 - 12
School Type: Elementary/Secondary

District Name: CUSHING ISD
Campus Name: CUSHING SCHOOL
Campus Number: 174902001

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	4.5	6.2
Average Years Experience of Principals with District	5.0	4.5	5.3
Average Years Experience of Assistant Principals	0.0	4.0	5.3
Average Years Experience of Assistant Principals with District	0.0	4.0	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.7	13.0	11.1
Average Years Experience of Teachers with District:	4.9	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,529	\$37,834	\$49,868
1-5 Years Experience	\$38,889	\$37,428	\$52,823
6-10 Years Experience	\$51,472	\$48,831	\$55,756
11-20 Years Experience	\$54,252	\$52,523	\$59,308
Over 20 Years Experience	\$64,503	\$60,730	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$52,717	\$50,373	\$57,091
Professional Support	\$44,583	\$49,716	\$67,352
Campus Administration (School Leadership)	\$77,250	\$73,664	\$82,512
Instructional Staff Percent:	n/a	65.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	2.6	11.4%	6.4%	5.0%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.6%	1.9%
Regular Education	18.4	79.4%	86.3%	70.9%
Special Education	2.1	9.2%	6.7%	9.3%
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.
- '-' 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 2018-19 Financial Actual Report](#)