

Cushing Elementary School 2015-2016

Campus Improvement Plan

2015-2016 School Year

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Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Lee, Martha	Principal	Cushing Elementary School	
Ferguson, John	Technology Director	Cushing ISD	5-2016
Jackson, Stefani	Curriculum Director	Cushing ISD	5-2016
Button, Shelia	Teacher	Cushing Elementary School	5-2016
Alexander, Annie	Teacher	Cushing Elementary School	5-2016
Goldsberry, Donna	Teacher	Cushing Elementary School	5-2016
Sewell, Helen	Teacher	Cushing Elementary School	5-2016
Simmons, Amy	Teacher	Cushing Elementary School	5-2016
Russell, Angela	Teacher	Cushing Elementary School	5-2016
Ripley, Alisa	Parent	Cushing Elementary School	5-2016
McCormack, Linda	Community Representative	Cushing Elementary School	5-2016
Rawlinson, Lori	Business Representative	Cushing Elementary School	5-2016

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Names of People Responsible For Implementation

Name	Title	Campus / District
Davis, Michael	Superintendent	Cushing ISD
Lee, Martha	Elementary Principal	Cushing Elementary School
Ivy, Starla	Secretary	Cushing Elementary School
Jackson, Stefani	Curriculum Director	Cushing ISD
LoStracco, Jenifer	Counselor	Cushing Elementary School
Ferguson, John	Technology Director	Cushing ISD
Johnson, Shane	Security Resource Officer	Cushing ISD
Sanford, Eric	Band Director	Cushing Elementary School
Sewell, Helen	Dyslexia Coordinator	Cushing ISD
Russell, Angela	Elementary Coordinator	Cushing Elementary School
Simmons, Amy	G/T Instructor	Cushing Elementary School
Sanders, Holly	PK Teacher	Cushing Elementary School
Ray, Michelle	PK Teacher	Cushing Elementary School
Ellis, Amy	Kindergarten Teacher	Cushing Elementary School
Martin, Sharon	Kindergarten Teacher	Cushing Elementary School
Simmons, Amy	First Grade Teacher	Cushing Elementary School
Wyatt, Erin	First Grade Teacher	Cushing Elementary School
Sprayberry, Shae	First Grade Teacher	Cushing Elementary School
Cole, Amy	Second Grade Teacher	Cushing Elementary School
Williamson, Laurie	Second Grade Teacher	Cushing Elementary School
Procell, Candi	Third Grade Teacher	Cushing Elementary School
McQueen, Rachel	Third Grade Teacher	Cushing Elementary School
Cruz, Dee	Fourth Grade Teacher	Cushing Elementary School
Wheeler, Jill	Fourth Grade Teacher	Cushing Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Crumpton, Tracy	Fifth Grade Teacher	Cushing Elementary School
Kinney, Tina	Fifth Grade Teacher	Cushing Elementary School
Downs, Nikki	Special Education Teacher	Cushing Elementary School
Sewell, Helen	Special Education Teacher	Cushing Elementary School
Russell, Angela	ESL Teacher	Cushing Elementary School
Russell, Angela	Rtl Teacher	Cushing Elementary School
Sewell, Helen	Rtl Teacher	Cushing Elementary School
Sewell, Reagan	Science Lab Teacher	Cushing Elementary School
Collier, Debby	Technology Support	Cushing Elementary School
Willis, Stacey	PE Teacher	Cushing Elementary School
Ripley, Alisa	Art Teacher	Cushing Elementary School
Sanford, Marie	Music Teacher	Cushing Elementary School
Leutwyler, Diana	PK Aide	Cushing Elementary School
Poskey, Valori	Library Aide	Cushing Elementary School
Davis, Janie	Intervention Aide	Cushing Elementary School
Davis, Janie	Computer Lab Aide	Cushing Elementary School
Gresham, Belinda	Instructional Aide	Cushing Elementary School
Ramirez, Martha	Instructional Aide	Cushing Elementary School
Ohanlon, Carrie	Instructional Aide	Cushing Elementary School
Duckett, Tammy	Instructional Aide	Cushing Elementary School

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Attendance

Attendance

Goal: **100%**

	2009	2010	2011	2012	2013	2014
All Students	96.80	95.50	96.40	96.60	95.30	96.00
African American	97.70	0.00	0.00	0.00	97.50	95.60
Economically Disadvantaged	96.70	95.30	96.40	96.50	95.30	95.80
English Language Learners	0.00	97.10	97.00	96.90	96.00	97.30
Hispanic	97.70	97.30	97.30	96.70	95.60	97.40
Special Education	96.80	94.40	94.90	95.80	94.60	96.30
Two or More Races	0.00	96.70	96.80	96.40	94.90	94.30
White	96.60	95.20	96.20	96.60	95.10	95.90

STAAR

Grade: **3rd-5th**

All Subjects

	2013	2014	2015
All Students	81.00	75.00	92.00
African American	0.00	82.00	100.00
Economically Disadvantaged	78.00	72.00	89.00
English Language Learners	67.00	58.00	86.00
Hispanic	68.00	66.00	88.00
White	82.00	76.00	92.00

Grade: **3rd-5th**

STAAR Reading

	2012	2013	2014	2015
All Students	92.00	89.00	85.00	95.00
Economically Disadvantaged	86.00	90.00	81.00	93.00
English Language Learners	0.00	0.00	67.00	92.00
Hispanic	0.00	82.00	77.00	93.00
White	95.00	90.00	87.00	95.00

Grade: **4th**

STAAR Writing

	2012	2013	2014	2015
All Students	68.00	69.00	71.00	85.00
Economically Disadvantaged	59.00	65.00	69.00	81.00
White	75.00	70.00	75.00	88.00

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STAAR

Grade: **5th**

STAAR Science

	2012	2013	2014	2015
All Students	94.00	90.00	88.00	93.00
Economically Disadvantaged	100.00	85.00	81.00	89.00
English Language Learners	0.00	0.00	0.00	100.00
Hispanic	0.00	0.00	0.00	100.00
White	96.00	93.00	89.00	90.00

About Cushing Elementary

Motto:

"Making Excellence a Lifestyle"

Philosophy:

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

Vision Statement:

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

Mission Statement:

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

Grade Span:

PK – 5

Enrollment:

226

Highly Qualified Status:

100% HQ Teachers

Accountability Ratings:

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

Demographics

2014 – 2015 Enrollment:

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

2014 – 2015 Ethnic Distribution:

12 (5.1%) – African American
37 (15.7%) – Hispanic
174 (73.7%) – White
1 (0.4%) – American Indian
2 (0.8%) – Asian
1 (0.4%) – Pacific Islander
9 (3.8%) – Two or More Races

2014 – 2015 Student Groups:

173 (73.3%) – Economically Disadvantaged
18 (7.6%) – English Language Learners (ELL)
0 (0.0%) – Students with Disciplinary Placements
123 (52.1%) – Students Meeting At-Risk Criteria
3 (1.3%) - Gifted and Talented Education
24 (10.2%) - Special Education

2014 – 2015 Students per Teacher:

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

Federal Requirements - Schoolwide Program

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

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

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local elementary school programs.

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

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

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

Federal Requirements – Schoolwide Program Components

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

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

Needs Assessment Summary

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

Cushing Elementary also received Distinction Designation for Academic Achievement in the following areas:

- * Academic Achievement in Reading/ELA
- * Academic Achievement in Science
- * Top 25 Percent Closing Performance Gaps
- * Postsecondary Readiness

Student Strengths and Needs:

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

Reading: 95% of All Students met the passing standard on the STAAR Reading tests. Passing rates for other student groups ranged from 95% for White students to 92% for English Language Learners.

Math: The passing standard for the STAAR Math test for grades three through five has not been established.

Writing: Fourth grade students participated in the STAAR Writing test. 85% of All Students met the passing standard on the Writing test. Passing rates for other student groups ranged from 88% for White students to 81% for Economically Disadvantaged students.

Science: Fifth grade students participated in the STAAR Science test. 93% of All Students met the passing standard on the Science test. Passing rates for other student groups ranged from 100% for Hispanic students and English Language Learners to 89% for Economically Disadvantaged students.

Interventions:

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

- * Prekindergarten Program for eligible students
- * Tutorials during and after school for grades PK – 5
- * Rtl (DEN) Program for grades PK – 5
- * Science Lab for grades PK – 5
- * Individualized Instruction for grades PK – 5
- * Intervention Specialist for grades PK – 5

Faculty and Staff:

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

Attendance:

Attendance rates at Cushing Elementary increased slightly from 95.3% in 2012-2013 to 96.0% in 2013-2014. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications and counseling services.

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement [TI, A SW #6, #8] - All Cushing Elementary stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Cushing Elementary Homepage on the Cushing ISD website, marquee postings, the Parental Involvement Newsletter, the Home School Connection Newsletter, PTA meetings, Facebook, conferences, emails, phone calls, Text-Alerts, Parent Portal, Nacogdoches Daily Sentinel Newspaper and letters sent home in English and Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by the campus.</p> <p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Cushing Elementary Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p>	<p>7/2015 - 6/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>Local Funds - Communication Vehicles</p>	<p>Documents :Campus Records - 08/15: An approved Campus Parental and Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents and community members.</p>	<p>Increased number of stakeholders participating in Cushing Elementary events.</p>	<p>Documents :Parent Involvement Records - 06/16: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Documents :Anecdotal Reports and Surveys - 06/16: 100% of stakeholder groups report precise, timely and meaningful communication from the campus.</p>
<p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Cushing Elementary Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p>	<p>8/2015 - 10/2015</p>	<p>Elementary Principal - Martha Lee</p>	<p>Local Funds - Time Contributions of Parents, Faculty and Staff</p>	<p>A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 10/15: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Site-Based Decision Making Committee (SBDMC) [TI, A SW #8] - The SBDMC is made up of members of the Cushing Elementary staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The SBDMC will meet periodically to discuss plans, progress and ideas for improving the education and environment at Cushing Elementary. [TEC 11.251 (b)] Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Cushing Elementary.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets - - 01/16: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Cushing Elementary.	Documents :Agenda, Minutes, Sign-In Sheets - - 05/16: A current CIP approved by the Cushing ISD Board of Trustees that comprehensively covers needs assessment data; local, state and federal regulations; scientifically research-based strategies and activities; measurable performance objectives and measurable formative and summative evaluations.
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 ten components of a Title I Schoolwide Program and include these components in the Cushing Elementary CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.	7/2015 - 5/2016	Elementary Principal - Martha Lee	Federal - Title I, Part A - SECCA, Inc. Consulting Services \$926.00 Federal - Title II, Part A - TPTR - SECCA, Inc. Consulting Services \$600.00	Documents :Agenda, Minutes, Sign-In Sheets - - 12/15: Cushing Elementary SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Cushing Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documents :School Records - - 05/16: Cushing Elementary will receive the State Accountability Rating of Met Standard.

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Events and Programs [TI, A SW #6] - Cushing Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House/Parent Night * Student Orientation * Parent/Teacher Conferences * PTA Meetings — 2nd Tuesday of each month * Volunteer Opportunities - Book Fairs - Assisting in the classrooms - Teacher Appreciation Week activities - Red Ribbon Week Activities * Mentoring Opportunities * Award Assemblies * Student Programs * Fall Fundraiser * Veteran's Day * Texas Public School Week * Donuts with Dad * Muffins with Mom * Grand Cakes with Grandparents * Family Computer Day * Family Math Night * Read with a Student * Field Day * Classroom and End of Year Parties * Sneak-a-Peek * Parent of the Month * Fabulous Five — teachers will call five parents a week to report something positive about their students	8/2015 - 5/2016	Elementary Principal - Martha Lee	Coordinated Funds - Time Contributions of Faculty and Staff		Increased student achievement with the support of Cushing Elementary parents.	Documents :Parent Involvement Records - 05/16: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * NCLB School Report Cards, * Application of technology, * Annual Measurable Achievement Objectives Performance (AMAOs), * School Improvement Program, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Parent Notifications Resources	<p>Documents :Parent Contact Logs - 12/15: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>	<p>100% Contact.</p> <p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Contact Logs - 05/16: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

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Goal: 1 Parents and community members will be full partners with educators in the education of Cushing Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-5th The Campus will develop strategies to ensure communication with 100% of community members regarding school-related information.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6] - Parents are involved in the evaluation of the district's Parental Involvement Program and the Campus Improvement Plan (CIP). During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary. At this time, parents choose to adopt the district policy as the Cushing Elementary Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Committee Members	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: An approved Campus Parental Involvement Policy and a School, Parent, Student Compact available for distribution to parents, faculty and staff.</p> <p>Documents :Agenda, Minutes, Sign-In Sheets - 02/16: SBDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	State-of-the-Art Parental Involvement Program.	<p>Documents :Agenda, Minutes, Sign-In Sheets - 05/16: Continuously update the Parental Involvement Policy and School, Parent, and Student Compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas and minutes.</p> <p>Documents :Agenda, Minutes, Sign-In Sheets - 05/16: SBDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Cushing Parent/Community Involvement Program.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives [TI, A SW #1] - The SBDMC will meet periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2015 - 8/2015	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Cushing Elementary.	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Foundation Program [TI, A SW #1] - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p> <p>Monthly scheduled Faculty Meetings allow for invaluable teacher collaboration to ensure coordination of instruction and increased student achievement.</p>	8/2015 - 5/2016	Curriculum Director - Stefani Jackson Elementary Principal - Martha Lee	Local Funds - Time Contributions of Foundation Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Informal Assessment :Classroom Assessments - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - 05/16: 100% of all students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Cushing Elementary School 2015-2016

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Foundation Assessments - K – 2: Kindergarten students will be administered the Bracken Readiness Test and Star Readiness Test to determine students' readiness for Kindergarten.</p> <p>Students in grades K – 2 will be administered the STAR Early Literacy diagnostic tests are to determine specific strengths and weaknesses in the development of reading skills. CScope Assessments and AIMSweb Assessments will be administered to students periodically throughout the school year to determine specific strengths and weaknesses in the development of academic skills and track progress.</p> <p>Students in 1st and 2nd grade will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level.</p> <p>3 – 5: Students will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted "at-risk" criteria. Students meeting the at-risk criteria are those scoring below grade level. AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments will be administered</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments	<p>Informal Assessment :Classroom Assessments - - 12/15: 90% of all Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 12/15: 80% of students will be reading at, or above grade level.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of all Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 05/16: 100% of students will be reading at, or above grade level.</p>

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>to students periodically throughout the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and track progress.</p> <p>Activity:</p> <p>Math Instruction - Math instruction is supported by research-based resources approved by the district. Major Math activities include:</p> <ul style="list-style-type: none"> * Motivation Math * Vocabulary Ventures * Lone Star Learning Math Boards * Math Facts Practices * Vocabulary Quest * St. Jude's Math-a-Thon 	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>Local Funds - Time Contributions of Math Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass Math benchmark tests.</p>	<p>Students will demonstrate Exemplary Math performance that will enable them to compete on a global basis.</p>	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass Math benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/16: 100% of students in grades 3 - 5 will pass the STAAR Math test.</p>

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Cushing Elementary School 2015-2016

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Reading/Writing Instruction - Reading and Writing instruction is supported by research-based resources approved by the district. Reading instruction will center on the five essential components of Reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Major Reading activities include: * STAR Early Literacy * Beginning Readers Software * Scholastic Wiggle Works * Renaissance Place * Accelerated Reader Program * Guided Reading Groups with Leveled Readers * Take Flight Dyslexia * Take Flight Reading Rate * A to Z Reading * Word of the Day * My Reading Coach * High Fluency Word Lists Major Writing activities include: * Writing Workshops—workshops will be held daily for 45 minutes. Students will participate in 10 minutes of mini lessons, 30 minutes of student writing time and conferencing, and 5 minutes of sharing time. * Writing Academy * Writing Portfolios	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Reading Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass Reading and Writing benchmark tests.	Students will demonstrate Exemplary Reading and Writing performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass Reading and Writing benchmark tests. Criterion-Referenced Test :STAAR Reading - - 05/16: 100% of students in grades 3 - 5 will pass the STAAR Reading test. Criterion-Referenced Test :STAAR Writing - - 05/16: 100% of 4th grade students will pass the STAAR Writing test.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Science Instruction - Science instruction is supported by research-based resources approved by the district. Teachers will focus on Earth Science and increase student exposure to the scientific process through various hands-on activities. Major Science activities include: * Class Experiments * Science Fair * Educational Field Trips to the Science Discovery Center (Kindergarten), Ag in the Classroom (4th grade), and SFA Arboretum (5th grade)	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Science Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass Science benchmark tests.	Students will demonstrate Exemplary Science performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass Science benchmark tests. Criterion-Referenced Test :STAAR Science - - 05/16: 100% of 5th grade students will pass the STAAR Science test.
Activity: Social Studies Instruction - Social Studies instruction is supported by research-based resources approved by the district. Students will take educational field trips to the Cherokee Trace (1st grade), Oil Museum (2nd grade), Millard's Crossing (3rd grade) and Caddo Indian Mounds (4th grade).	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Social Studies Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass Social Studies benchmark tests.	Students will demonstrate Exemplary Social Studies performance that will enable them to compete on a global basis.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass Social Studies benchmark tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Art TEKS - Four basic strands - perception, creative expression/performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Art Teachers Local Funds - Art Supplies	Informal Assessment :Report Card Grades - - 12/15: 100% of all students are actively engaged in art projects and are attaining passing grades on each art project.	Students actively engaged in and appreciating artistic endeavors.	Informal Assessment :Report Card Grades - - 05/16: 100% of all students will receive passing scores in Art courses.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Music TEKS - Four basic strands - perception, creative expression/performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.	8/2015 - 5/2016	Band Director - Eric Sanford	Local Funds - Time Contributions of Band Director Local Funds - Music Supplies	Informal Assessment :Report Card Grades - - 12/15: 100% of all students are actively engaged musical activities and are attaining passing grades on classroom activities.	Students actively engaged in and appreciating musical endeavors.	Informal Assessment :Report Card Grades - - 05/16: 100% of all students will receive passing scores in music courses.

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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>Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, STAAR Modified, STAAR Alternate, TELPAS and Benchmark Tests. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student.</p> <p>In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.</p> <p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing Elementary participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure the Math and Reading (grades 3 – 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will pass core subject area benchmark tests.</p>	<p>Program improvements are implemented.</p>	<p>Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will pass core subject area benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Basic Federal and State Mandated Testing Program - Cushing Elementary participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure the Math and Reading (grades 3 – 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	<p>1/2016 - 6/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>State and Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>Achieves accountability rating of Met Standard.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Accelerated Instruction - In August, a Teacher-Made Developmental Checklist is administered to all PK students to determine student developmental levels, deficiencies and to identify students meeting the State-adopted at-risk criteria. The PK staff conducts accelerated instruction activities to accelerate the development of school readiness skills of educationally disadvantaged students, such as oral language development and fine and gross motor coordination. Multisensory clarifying and skill building activities help accelerate the learning of PK students. The staff also provides small group and one-on-one assistance as needed.	8/2015 - 5/2016	PK Teacher - Michelle Ray PK Teacher - Holly Sanders	Coordinated Funds - Time Contributions of PK Staff FTE: 3.00	Informal Assessment :Progress Reports - - 6-Weeks: Progress reports reflect an 80% rate of on-time skill acquisition for educationally disadvantaged PK students.	Educationally disadvantaged students with prerequisite skills to level the playing field on entry into Kindergarten.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Prekindergarten Transition [TI, A SW #7] - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Cushing Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include classroom visits, student teaming, team teaching and parent meetings. Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2015 - 5/2016	PK Teacher - Michelle Ray PK Teacher - Holly Sanders	Coordinated Funds - Time Contributions of PK Staff FTE: 3.00	Informal Assessment :Progress Reports - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals.
Strategy: Accelerated Instruction [TI, A SW #2, #9] - Cushing Elementary uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.	8/2015 - 5/2016	Curriculum Director - Stefani Jackson Elementary Principal - Martha Lee	Federal - Title I, Part A - Supplemental Instructional Resources \$2,500.00 State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$7,000.00		Increased academic performance by all students and all student groups. Students meeting the State-adopted at-risk criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documents :Counselor Records - 05/16: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.

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Activity: Students at Risk of Dropping out of School" Assessment - Cushing Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) NA; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) NA; (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (7) has been expelled in accordance with Section 37.007 during the preceding or current	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/15: 80% of the students meeting the State-adopted at risk criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Documents :Counselor Records - - 05/16: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions implemented.

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school year; (8) is currently on parole, probation, deferred prosecution, or other conditional release; (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (10) is a student of limited English proficiency, as defined by Section 29.052; (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.						

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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: Tutorial Program - A Tutorial program is available to students in grades PK – 5 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Tutorials are offered during school and after school in core subject areas for 30 to 60 minutes a day as needed.	8/2015 - 5/2016	Elementary Principal - Martha Lee	State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorial Teachers \$30,000.00	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/16: 100% of all students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Activity: Response to Intervention (RtI) - Students who have not met the minimum expectations on the STAAR tests, or who have failed a class any in core subject area will be provided daily supplemental instruction through Response to Intervention (RtI). These classes will have a small pupil: teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering concepts in core subject areas. The program provides: (1) High-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need. (2) Frequent monitoring of student progress to make results-based academic or behavioral decisions. (3) Data-Based school improvement. (4) The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, and instructional goals and methodologies.	8/2015 - 5/2016	RtI Teacher - Angela Russell RtI Teacher - Helen Sewell	State - State Compensatory Education (SCE) - Time Contributions of RtI Teachers FTE: 1.50 \$77,171.43 Federal - Title I, Part A - Time Contributions of Intervention Aide FTE: 1.00 \$22,797.30	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/16: 100% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Science Lab - A Science Lab is designed to assist students in grades PK – 5 who need additional assistance in mastering science concepts.	8/2015 - 5/2016	Science Lab Teacher - Reagan Sewell	State - State Compensatory Education (SCE) - Time Contributions of Science Lab Teacher FTE: 1.00 \$51,447.62	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass Science benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of students will pass Science benchmark tests. Criterion-Referenced Test :STAAR Science - - 05/16: 100% of 5th grade students will pass the STAAR Science test.
Activity: Supplemental Instructional Assistance - Instructional aides will provide small group and individualized assistance to students in PK-5 who are experiencing difficulty with mastering concepts in core subject areas or having difficulty meeting standard on the STAAR tests. This assistance is provided on a daily basis for 30 minutes to an hour as needed.	8/2015 - 5/2016	Elementary Principal - Martha Lee	State - State Compensatory Education (SCE) - Time Contributions of Instructional Aides FTE: 1.32 \$21,387.08 Federal - Title II, Part A - TPTR - Time Contributions of Instructional Aide FTE: 0.68 \$13,889.37	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/16: 100% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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> <p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	<p>8/2015 - 5/2016</p> <p>8/2015 - 5/2016</p>	<p>Curriculum Director - Stefani Jackson Elementary Principal - Martha Lee</p> <p>Counselor - Jenifer LoStracco</p>	<p>State - State Special Education Block Grant - Special Education Allotment \$395,085.00</p> <p>Local Funds - Assessment Instruments and Testing Materials</p>	<p>Informal Assessment :Classroom Assessments - 12/15: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p> <p>Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.</p>	<p>Informal Assessment :Classroom Assessments - 05/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.</p> <p>Documents :Counselor Records - - 05/16: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>

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

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

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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>Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K – 5 . This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a LEP student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Assessment Instruments and Testing Materials	Language Assessment :Language Assessments Scales (LAS) - - 12/15: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement. Increase in number of students eligible to exit the Bilingual/ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of ESL students in grades 3 - 5 will pass the STAAR Reading tests in English and/or Spanish.

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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: Modifications for LEP Students - Based on LPAC prescription, LEP students in grades K - 5 participate in a content based ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Students will receive 30 minutes of pullout instruction daily. Technology is used to accelerate the development of all four language skills.	8/2015 - 5/2016	ESL Teacher - Angela Russell	Local Funds - Time Contributions of ESL Teacher	Informal Assessment :Classroom Assessments - - 12/15: ESL students are progressing at the rate set by the LPAC.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of LEP students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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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: LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 5 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program. To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. 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	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	Language Assessment :Language Assessments Scales (LAS) - - 12/15: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the Bilingual/ESL Program. Narrowing the achievement gap between LEP students and non-LEP students.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3 - 5 will pass the STAAR Reading tests in English and/or Spanish.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC. Strategy: Dyslexia Program - Cushing Elementary will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (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. (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.	8/2015 - 5/2016	Curriculum Director - Stefani Jackson Elementary Principal - Martha Lee Dyslexia Coordinator - Helen Sewell	Local Funds - Time Contributions of Staff and Faculty	See Activities below.	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	See Activities below.

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

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for Dyslexic Students - The Dyslexia program serves students in all grades at Cushing Elementary. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee. Cushing Elementary uses the Scottish-Rite Program and Take Flight Curriculum to provide students with strategies to help them to become successful readers. Students participate in a daily 30 minute pullout class. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students. 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. 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. Students who have exited the Dyslexia program are monitored by the Counselor and Dyslexia Coordinator.	8/2015 - 5/2016	Dyslexia Coordinator - Helen Sewell	Local Funds - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/15: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in Report Cards.	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level. Criterion-Referenced Test :STAAR Reading - - 05/16: 100% of all Dyslexic students in grades 3 - 5 will achieve a passing score on the STAAR Reading test.

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

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for 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.	8/2015 - 5/2016	G/T Instructor - Amy Simmons	State and Local Funds - Time Contributions of Staff and Faculty	Documents :Counselor Records - - 12/15: All students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, per Counselor Records.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/16: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Cushing Elementary provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :Campus Records - 12/15: 80% of students referred for Ancillary Services will have been served as indicated in Campus Records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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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: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups—behavior and attendance * Assistance with testing coordination * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues * STAAR presentations * Responsive services * Individual student planning The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Coordination of Services—Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education Students	8/2015 - 5/2016	Counselor - Jenifer LoStracco	Local Funds - Time Contributions of Counselor FTE: 1.00	Documents :Counselor Records - - 12/15: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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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: Library Services: - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include: <ul style="list-style-type: none"> * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science and Social Studies Software * Accelerated Reader Books, Tests and Incentives * Blue Bonnet Reading Program and Incentives * Blue Bonnet Voting Party * Book Parade (Dress like Book Character) 	8/2015 - 5/2016	Library Aide - Valori Poskey	State - State Compensatory Education (SCE) - AR Reading Materials \$3,500.00	Documents :Librarian and Teacher Records - - 12/15: All Cushing Elementary students have access to the library on a regularly scheduled basis. Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.	The Cushing Elementary Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :Librarian and Teacher Records - - 05/16: Librarian and Teacher Records indicate that 100% of the students have participated in Library activities.
Activity: Homeless Services - The Cushing ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Cushing Elementary will be in compliance with federal Homeless regulations.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Homeless Resources	Documents :Agenda, Minutes, Sign-In Sheets - - 12/15: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in his/her education because of homelessness. Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 05/16: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-5th Achieve student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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<p>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</p> <p>Objective(s): PK-5th Achieve student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips. Students with Perfect Attendance will be rewarded with drawings and special recognition every six weeks as follows:</p> <ul style="list-style-type: none"> * 1st 6 weeks — Free pass to wear a cap to school for a day * 2nd 6 weeks — Coke float party * 3rd 6 weeks — Homework pass for one free night of homework * 4th 6 weeks — Bring a toy or game to play at school for an hour * 5th 6 weeks — Banana split party * 6th 6 weeks — Free frozen treat from the cafeteria <p>At the end of each week, students who have no absences, late arrivals or early leaves will enter for a chance to win a prize that will be drawn for at the end of each six weeks.</p> <p>Students will also be reward with end of semester and end of year rewards. At the end of the first semester, students can have skating party and at the end of the second semester, students can go bowling. At the end of the year, students can go to the movie theater and have a chance to win a bicycle.</p> <p>Students with less than 90% attendance for the semester will be referred to the Campus Attendance Committee to determine if credit will be granted. Parents of students who are chronically absent will be notified</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee Secretary - Starla Ivy	Local Funds - Time Contributions of Attendance Staff Local Funds - Time Contributions of Attendance Committee	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook, during open house and during parent meetings. Documents :Parent Contact Logs - 12/15: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Cushing Elementary faculty will encourage academic growth and increased student attendance.	Documents :Attendance Records - 05/16: Attendance Records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates. Documents :Parent Contact Logs - 05/16: Contact with 100% of parents/guardians of students who have excessive absences.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-5th Achieve student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>Students with three late arrivals or three early leaves will serve an afternoon of school detention.</p> <p>Strategy:</p> <p>Dropout Prevention Program [TI, A SW #2, #9] - Dropout prevention and intervention efforts begin in Prekindergarten in Cushing Elementary. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Additional Dropout Prevention Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Bearkat Honor Roll each 6 weeks * STAAR Incentives * Field Trips to a Restaurant 	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/15: Attendance Records reflect an attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	Documents :Campus Records - 05/16: 100% of students will be promoted to the next grade level. Documents :Campus Records - 05/16: Achieve student dropout rate of 0%, as reflected by Campus Records.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-5th Achieve student dropout rate of 0%. PK-5th Achieve an attendance rate of 97% or better for all student groups.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage, and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows students to interact with other participants and develop skills that students will use in the classroom and society.</p> <p>Cushing Elementary encourages student participation in UIL academic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, non-athletic talents, social skills and leadership.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards		All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :Campus Records - 05/16: Increase in the number of UIL participants from the prior year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Supporting Positive Behavior - Cushing Elementary has various programs and strategies in place to promote positive behavior and reduce discipline referrals. These include: * Character Education Program with Weekly Classes * Beginnings of a Hero * Bully Alert Character Education Program * Student of the Month * Spirit and Pride Week (Homecoming Week) * 100th Day Celebration * Leo the Lion Program * Behavior Intervention Program * Jump Start * Tunnel Kats Program	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff		Students will become more diversified, goal-oriented and well-rounded individuals. Students with challenging behaviors will receive the same educational opportunities and support as their peers.	Documents :Discipline Records - 05/16: 20% reduction in discipline referrals in comparison to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling [TI, A SW #10] - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. Classroom instruction is integrated with activities that emphasize career opportunities. Staff members will spend time with individual students discussing careers and career paths. Local owners are invited to the school to talk to individual classrooms about potential careers and the education and training needed to be successful in those fields.	8/2015 - 5/2016	Counselor - Jenifer LoStracco Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	Documents :Teacher Lesson Plans - 12/15: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :Student Records - 05/16: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful secondary school studies.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): PK-5th Recruit highly qualified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program [TI, A SW #3, #4, #5] - The Cushing ISD Superintendent, Curriculum Director, Campus 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) Writing Academy 3) Modifications for ESL, G/T and Special Education 4) Technology Integration 5) Sheltered Instruction 6) Differentiated Instruction 7) Instructional activities tied to the TEKS and STAAR 8) Effective strategies for dropout prevention, credit recovery, and discipline issues.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Coordinated Funds - PD Expenses Local Funds - PD Travel, Registration and Fees for Writing Academy \$1,227.00	Documents :Agenda, Minutes, Sign-In Sheets - 12/15: A professional development program will have been designed that meets the needs of Cushing Elementary.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 05/16: Cushing Elementary and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Evaluation of Professional Development Program - The Cushing Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2016	Elementary Principal - Martha Lee Curriculum Director - Stefani Jackson	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increase in student performance.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website and Region VII Personnel Services Cooperative. All applicants are screened prior to the interview process to ensure teachers have at least a bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned. Recruitment bonuses and Retention stipends are offered for high need areas. Recruiting activities will ensure that Cushing Elementary maintains a 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Cushing Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>New teachers will be assigned a campus Mentor/Coach to assure the quality of instructional delivery.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Region VII Personnel Services Cooperative	Documents :HR Records - 08/15: 100% Highly Qualified and Certified Faculty.	100% Highly Qualified and Certified Faculty.	Documents :HR Records - 05/16: 100% Highly Qualified and Certified Faculty.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): PK-5th Recruit highly qualified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: KATS Mentoring Program - New teachers will be tracked, assessed and mentored through the KATS Mentoring Program. This program will provide support and ongoing professional development for beginning teachers, improve their performance and effectiveness to increase student achievement, provide support and training for mentor teachers, provide training to administrators to support beginning teachers and mentors and increase beginning teacher retention.	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Texas Beginning Educator Support System (TxBESS) Training Materials		100% of high quality beginning teachers will be retained.	Documents :HR Records - - 05/16: Cushing Elementary will retain 100% of its new personnel. Documents :Professional Development Records - - 05/16: 100% of new teachers will score "Proficient" or above on the Professional Development and Appraisal System (PDAS).

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment [TI, A SW #1] – As part of the Comprehensive Needs Assessment, Cushing Elementary reviews the following areas:</p> <ul style="list-style-type: none"> * the amount, quality and availability of equipment, * the types of computer systems available, * how current the hardware and software systems being used are, * any barriers that exist that are preventing the effective use of technology and * technology professional development opportunities. <p>Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. Priority needs in technology include the need to</p> <ul style="list-style-type: none"> * expand the use of technology in student learning, * increase professional development opportunities in using technological tools, and * upgrade hardware and software. <p>The campus will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. 	August 2015	Technology Director - John Fergerson Curriculum Director - Stefani Jackson Elementary Principal - Martha Lee	Local Funds - Time Contributions of Committee Members Coordinated Funds - Technology Resources		The educational system of Cushing Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda, Minutes, Sign-In Sheets - 08/15: 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. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum - Cushing Elementary classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Compass Learning, Education City and Study Island support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Students will visit the Computer Lab, participate in technology-related class projects and make use of technological equipment such as Smart Boards, Elmos and Laptops. 4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 5) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2015 - 5/2016	Technology Director - John Fergerson Technology Support - Debby Collier	Local Funds - Time Contributions of Technology Staff Local Funds - Site Licenses	Documents :Equipment Inventory - 12/15: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may begin training on integrating technology into instruction. Documents :Teacher Lesson Plans - 12/15: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	The educational system of Cushing Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Policies - Every Cushing Elementary faculty member, student and parent having access to Cushing Elementary computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission form. Cushing Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Cushing Elementary has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Cushing ISD School Board Policy CQ (Local).	8/2015 - 5/2016	Elementary Principal - Martha Lee Technology Director - John Ferguson	Local Funds - Technology Policies	Documents :Student Records - 08/15: 100% of the students at Cushing Elementary that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :Student Records - 06/16: No incidents of students breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	Technology Director - John Ferguson Elementary Principal - Martha Lee Curriculum Director - Stefani Jackson	Coordinated Funds - Time Contributions of Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Records - 05/16: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

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Goal: 7 **Cushing Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]**

Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.

PK-5th Develop a health-safety plan for students and train staff on emergency procedures.

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

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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 	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Health and Fitness Assessments - 12/15: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/16: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Cushing Elementary offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings (e.g., vision, height and weight) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	Local Funds - Time Contributions of Staff	<p>Documents :Nurse Records - 12/15: Nurse's Records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p>	<p>Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.</p>	<p>Documents :Nurse Records - 05/16: 20% decrease in health-related risk behaviors in comparison to the previous year.</p>

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<p>Goal: 7 Cushing Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.</p> <p>PK-5th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe School Initiatives - The health and safety of Cushing Elementary students is of utmost importance, and the campus seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Cushing Elementary will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, tornado and other emergency drills * Medical Services (screenings and information) * Assemblies and Speakers (encouraging safety and healthy choices) * Emergency Response Protocol * Crisis Prevention/Intervention Training * Security Devices such as Cameras, Alarms, and Visitor Check-Ins/Badges, * Parent Notification System * Training in CPR, First Aide, using an Automated Defibrillator Unit, and the dangers of MSRA 	8/2015 - 5/2016	Superintendent - Michael Davis Elementary Principal - Martha Lee	Local Funds - Time Contributions of Faculty and Staff	Documents :Discipline Records - 12/15: Number of discipline referrals each six weeks will decrease.	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Records - 05/16: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.

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<p>Goal: 7 Cushing Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.</p> <p>PK-5th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Students who have violated the Student Code of Conduct will be placed in In-School Suspension (ISS) or in the Martin School of Choice DAEP.</p> <p>Computer assisted instruction using E2020, a regular education program with highly qualified teachers and counseling services, will be provided for any student who is at risk of dropping out of school.</p> <p>The DAEP is offered through a shared service arrangement with Nacogdoches ISD.</p>	8/2015 - 5/2016	Superintendent - Michael Davis Elementary Principal - Martha Lee	Local Funds - Time Contributions of DAEP Staff Local Funds - E2020 Program	Documents :Principal Records - - 12/15: 50% reduction in infractions of the Cushing Elementary Student Code of Conduct, as reflected on the Principal's Records.	Dropout rate remains at 0%. Students will stay and succeed in school.	Informal Assessment :Report Card Grades - - 05/16: Final report card grades and STAAR assessments will indicate program's success. Documents :Discipline Records - - 05/16: 20% fewer incidences of illegal and/or disorderly 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>
<p>Activity:</p> <p>Emergency and Security Operations - Cushing Elementary will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of the campus with coordination with local emergency management agencies, law enforcement and fire departments. Security devices on the campus include video cameras, an alarm system and check in and badge system for visitors. Cushing Elementary will make any necessary changes to improve safety and security for their students.</p> <p>Cushing Elementary implements a Parent Notification System that allows emails, phone and text messaging to be broadcast quickly in case of an emergency school closing or other important events.</p>	8/2015 - 5/2016	Elementary Principal - Martha Lee	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Time Contributions of Safety Committee</p> <p>Local Funds - Emergency Action Plan and Security Audit Reports</p>	<p>Documents :Campus Records - - 08/15: An Emergency Action Plan has been implemented and 100% of staff has received training.</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p>	<p>Documents :Campus Records - - 05/16: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

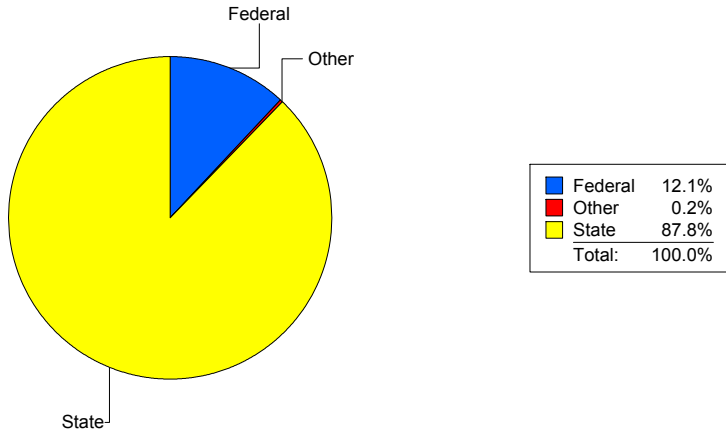
Campus Improvement Plan
Cushing Elementary School 2015-2016

<p>Goal: 7 Cushing Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(5)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-5th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2015-2016 as compared to the 2014-2015 school year as measured by PEIMS and discipline records.</p> <p>PK-5th Develop a health-safety plan for students and train staff on emergency procedures.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Crisis Prevention and Intervention (CPI) - The Crisis Management Team will ensure that a Campus Management Plan is in place and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing Elementary staff and faculty will attend CPI training where they are taught how to safely manage disruptive and assaultive behavior. The workshop will train participants to use verbal, nonverbal, physical restraint and transport techniques with verbally and physically acting-out individuals.</p> <p>Strategy:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Cushing Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities.</p> <p>Programs and activities include, but are not limited to:</p> <p>* National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness</p>	<p>8/2015 - 7/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>Local Funds - Time Contributions of Crisis Management Team</p> <p>Local Funds - Crisis Management Plan</p> <p>Local Funds - CPI Training</p>	<p>Documents :Campus Records - - 12/15: The Crisis Management Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed are made to ensure that the Plan fits all of the needs of Cushing Elementary and that all of the staff has had the prerequisite practice to ensure each feel comfortable with the Plan.</p>	<p>Emergencies will be addressed in a professional, expeditious and effective manner.</p>	<p>Documents :Campus Records - - 05/16: Cushing Elementary will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Management Team.</p> <p>Documents :Discipline Records - - 05/16: 20% fewer incidences of disorderly activities as compared to the previous year.</p>
<p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Cushing Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities.</p> <p>Programs and activities include, but are not limited to:</p> <p>* National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Martha Lee</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - 08/15: Appropriate campus Stakeholders will have held meetings to plan the programs and services for current school year.</p>	<p>Reduction in PEIMS 425 Incidents.</p>	<p>Documents :Discipline Records - 05/16: PEIMS and Discipline Records reflect a 20% reduction in the number of incidents involving violence, tobacco, alcohol, and other drug use as compared to the previous year.</p>

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Cushing Elementary School 2015-2016

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

Funding Values By Program



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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contributions of PK Teachers	1.00	\$44610.29
Supplemental Instructional Resources	0.00	\$2500.00
Time Contributions of Intervention Aide	1.00	\$22797.30
SECCA, Inc. Consulting Services	0.00	\$926.00
Title II, Part A - TPTR		
SECCA, Inc. Consulting Services	0.00	\$600.00
Time Contributions of Instructional Aide	0.68	\$13889.37
Title III, Part A - LEP		
Region VII SSA	0.00	\$1989.00
		\$87,311.96
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
PD Expenses	0.00	\$0.00
Technology Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Time Contributions of PK Staff	3.00	\$0.00
Local Funds		
Time Contributions of Parents, Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Math Staff	0.00	\$0.00
Time Contributions of Reading Staff	0.00	\$0.00
Time Contributions of Science Staff	0.00	\$0.00
Time Contributions of Social Studies Staff	0.00	\$0.00
Time Contributions of Art Teachers	0.00	\$0.00
Art Supplies	0.00	\$0.00
Time Contributions of Band Director	0.00	\$0.00
Music Supplies	0.00	\$0.00
Texas Beginning Educator Support System (TxBESS) Training Materials	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of DAEP Staff	0.00	\$0.00
E2020 Program	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Safety Committee	0.00	\$0.00
Emergency Action Plan and Security Audit Reports	0.00	\$0.00
Time Contributions of Crisis Management Team	0.00	\$0.00
Crisis Management Plan	0.00	\$0.00
CPI Training	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
PD Travel, Registration and Fees for Writing Academy	0.00	\$1227.00
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Site Licenses	0.00	\$0.00
Region VII Personnel Services Cooperative	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Attendance Staff	0.00	\$0.00
Time Contributions of Attendance Committee	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
UIL Resources and Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Parent Notifications Resources	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Homeless Resources	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
		<u>\$1,227.00</u>

Campus Improvement Plan
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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
PK Supplemental Funding		
PK Resources	0.00	\$2106.00
 State Bilingual Block Grant		
Bilingual Education Allotment	0.00	\$14538.00
 State Compensatory Education (SCE)		
Supplemental Instructional Resources	0.00	\$7000.00
Time Contributions of PK Aide	1.00	\$14913.80
AR Reading Materials	0.00	\$3500.00
Extra Duty Pay for Tutorial Teachers	0.00	\$30000.00
Time Contributions of Rtl Teachers	1.50	\$77171.43
Time Contributions of Science Lab Teacher	1.00	\$51447.62
Time Contributions of Instructional Aides	1.32	\$21387.08
 State Gifted and Talented Block Grant		
G/T Allotment	0.00	\$18644.00
 State Special Education Block Grant		
Special Education Allotment	0.00	\$395085.00
		<hr/> \$635,792.93 <hr/>
Grand Total:		\$724,331.89