

Cumby Independent School District
Cumby Elementary
2019-2020 Campus Improvement Plan



Mission Statement

“To Educate and Empower All Students to Their Full Potential”

Vision

“Educating Tomorrows Leaders Today”

Value Statement

Cumby ISD is a safe and engaged environment where:

- Students are leaders of their learning
- Faculty and staff are facilitators, mentors, and coaches
- Critical thinking, collaboration, creativity, and communication are expected to create life-long learners
- There is support and participation with school and community

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Comprehensive Needs Assessment

Needs Assessment Overview

The Cumby Elementary Improvement team met on April 4, 2019 and July 9, 2019 to conduct a needs assessment for our campus. Those in attendance were Doug Wicks, Kristen Poe, Sharon Spillers, Katy Romans, Emili Jarvis, Niki Pettit, Rita Hulse, and Karen Stone. The targeted improvement team also met and included Kristen Poe, Misty Sawyer, Whitney Helfferich, Donna George, and Doug Wicks. The primary areas of concern were instructional leadership, lesson plans and assessments, and data-driven instruction. Several suggestions were given how to improve in these areas and are included in the strategies of our improvement plan.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Cumby ISD will focus on creating an environment to ensure a positive and an inviting school climate.

Performance Objective 1: The campus will maintain or exceed an attendance rate above the state average.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Call absentees in danger of excessive days.	Office Aide/Secretary, Principal	Increased attendance for students in danger of excessive absences.				
2) Semester Rewards for Perfect Attendance; recognition at assembly and rewards for activities each semester.	Principal, Teacher(s)	Increased motivation and incentive for increased or perfect attendance.				
3) Principal will review student attendance and send correspondence to parents accordingly.	Office Secretary, Principal	Parents will be more informed which will lead to increased attendance.				
4) Maintain a faculty directory.	Principal, Teacher(s)	Completed directory for contact information to better facilitate communication.				
5) Student Council (grades 4 and 5)	Principal, Teacher(s)	Opportunities for student involvement and leadership.				
6) Every nine weeks grading period, there will be a prize drawing for perfect attendance.	Principal	Increased student incentive for perfect attendance.				
7) Each nine weeks grading period, give extra recess and pizza party for grade with best attendance.	Principal	Increased student incentive for perfect attendance.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 1: Cumby ISD will focus on creating an environment to ensure a positive and an inviting school climate.

Performance Objective 2: The campus will maintain a positive school climate by boosting teacher morale and student pride.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Tornado and fire drills will be incorporated into lesson plans.	Principal, Teacher(s)	Safer and more efficient evacuations in case of emergencies.				
2) Implement 911, Poison control, fire safety, and abuse training programs for grades PK-5.	Principal, Teacher(s)	Increased student knowledge and awareness of potential dangers and how to deal with them.				
3) Implement the D.A.R.E. program for grade 5.	D.A.R.E. Officer, Principal	Student better informed of dangers associated with drug abuse.				
4) School-wide fire safety, train track safety, summer safety, and bus safety programs will be presented to grades PK a 5th . Hopkins County or Hunt County fire departments and police departments will present at the school or we will go to the stations.	Fire/Police Departments, Principal, Teacher(s)	Increase student knowledge and awareness of potential hazards and dangers.				
5) Faculty and Staff will be trained on Cumby ISD's Emergency Operations Plan and will have "safety kits" in their rooms/offices.	Counselor(s), District Safety Team, Principal, Staff, Superintendent, Teacher(s)	Faculty and staff will be better equipped and trained to respond to drills and emergency situations.				
6) Faculty and staff will be trained in drills including ALICE for bomb threats, stranger/armed intruder, train derailment, and evacuation. Everyone, including students will participate in these drills.	Counselor(s), District Safety Team, Principal, Staff, Students, Superintendent, Teacher(s)	Faculty, staff, and students will successfully respond to drills and emergency situations.				
7) Installation of more cameras to current security systems to cover playground and "Old gym".	Administrators, Director of Maintenance and Transportation, Technology Director	Decrease in student discipline referrals.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) HS athletes and other HS students will read and/or assist in classrooms for PreK-5th grade students.	Library Personnel, Teacher(s)	Increase opportunities for student interactions, mentoring, and role modeling to boost student pride.				
9) Offer more opportunities for staff and students to promote school with spirit wear, bumper stickers, etc.	PTO, Principal	Staff and students will promote a positive school climate and student pride by wearing or displaying more spirit wear and items.				


Goal 2: Cumby ISD will focus on providing on-going and innovative professional learning to ensure continual improvements in teaching and student learning.


Performance Objective 1: The campus will employ Highly Qualified teachers and will implement programs and policies to ensure teacher retention.


Evaluation Data Source(s) 1:


Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain Professional Learning Communities (PLC's) to be held before grading period and after benchmarks and include vertical planning and instructional planning	Principal, Teacher(s). Curriculum Director	More continuity across campus and district.				
2) Maintain grade level planning- Team Tuesdays.	Principal, Teacher(s), Curriculum Director	Continuity among grade level and lesson plans.				
3) Maintain Teacher Mentor program for new teachers.	Campus Administrative Staff, Teacher(s)	Increase teacher morale and support. Higher retention rates for new teachers.				
4) Teachers have ESL and GT Certifications or will acquire them within 1st year of employment; Teachers will be reimbursed upon passing needed tests and will be required to keep certifications updated.	Campus Administrative Staff, Teacher(s)	Teachers will be trained and equipped to meet needs of diverse student population.				
5) Teachers will meet with their instructional team on Team Tuesdays every week.	Teachers, Principal, Curriculum Director	Teachers will have more opportunities to discuss instructional planning, student data, and interventions.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Cumby ISD will focus to build collaboration, interest, and involvement in the education of students through the cooperative efforts of staff, parents, and community.

Performance Objective 1: The campus will increase partner involvement opportunities including opportunities for community involvement thus increasing participation percentages.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide awards assemblies for the students.	Principal, Teacher(s)	Increased participation of parents and community members.				
2) Provide Meet the Teacher and Supply Night and Back to School Bash.	Principal, Teacher(s)	Increased participation of parents and community members.				
3) Implement a Fall Festival.	Parents, Principal, PTO, Students, Teacher(s)	Increased participation of parents and community members.				
4) Teachers and students will participate in a Christmas program.	Parents, Principal, PTO, Students, Teacher(s)	Increased participation of parents and community members.				
5) PTO meetings with refreshments and programs.	Parents, Principal, PTO, Teacher(s)	Increased participation of parents and community members.				
6) Student Programs such as Turkeys on Strike!, Links to assist on website such as The Family Engagement link.	Parents, Principal, Teacher(s), Technology Director	Increase parent knowledge, awareness, and involvement				
7) Open House to encourage parent involvement and display high-quality student work in line with the rigor and specificity of grade level TEKS	Principal, Students, Teacher(s)	Increased participation of parents and community members.				
8) Kindergarten Graduation	Teacher(s)	Increased opportunities for parent and community involvement and participation.				
9) Monthly Calendar, Marquee, and/or Facebook with up-to-date information regarding events and activities at Cumby Elementary.	Counselor(s), Parent Volunteers, Principal, PTO, Teacher(s)	Increased and more diverse communication with parents and community members				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
10) Alert Now System will be used to send vital information to parents; a phone system utilized to send reminders, school closure information, or any other information for students and parents.	Campus Administrative Staff, Counselor(s), Teacher(s)	Increased partner response.				
11) Community Members and parents will read to students in grades PK-5 on Dr. Seuss' Birthday.	Administrators, Counselor(s), Library Personnel, Teacher(s)	Increased community involvement and increased AR scores.				
12) Parent/Teacher Beginning of Year Conference; parents will pick up their child(s) first report card and have a meeting with the teacher re:grades, STAAR/assessments results, and strategies to use at home to help the student(s).	Counselor(s), Parents, Principal, Teacher(s)	Increased parent contacts recorded by teachers				
13) Partner involvement on Campus, District, and Systemic Planning Committees.	Administrators, Counselor(s), Partners, Teacher(s)	Increased partner involvement and attendance.				
14) Host Math A Big Deal! Night.	Principal	Provide more opportunity for parent and community involvement through this event focused on math.				
15) Host a Family Book Night for family engagement with students and parents participating in book-themed activities at each grade level.	Principal, Teachers	Provide more opportunity for parent and community involvement through this event focused on reading.				
16) Incorporate character education lessons into curriculum using a community volunteer.	The Granulator, Principal, Teachers	Increased community involvement and increased character education.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 4: Cumby ISD will focus on academics and enrichment to improve the academic achievement of all students by providing quality, learner-centered instruction utilizing effective instructional strategies.

Performance Objective 1: All student groups taking STAAR will show increased proficiency in reading, writing, and math and continue to narrow the achievement gap in all populations and groups, and will continue to strive to achieve the highest accountability rating released by the state and sustain this rating.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administer locally and state developed benchmarks.	Teacher(s)	Increase performance on STAAR test.				
2) An assessment schedule will be developed for grades K-5 to measure students' mastery of TEKS.	Teacher(s), Administration	Increased performance on content-based assessment scores.				
3) Supplement regular classroom instruction to support at-risk students through tutorials.	Classroom Teachers, RTI Coordinator, and Paraprofessionals	Increased student academic performance.				
4) Implement research based interventions and use accelerated instruction for students in need of extra support. Enrichment periods will also be utilized to further challenge students at or above grade level.	Principal, Classroom Teachers	Increased student academic performance.				
5) Utilize Reading by Design, RtI, and other interventions before, after, or during school to accelerate instruction for students who are at-risk.	Principal, Classroom Teachers, and RTI Team	Increased student academic performance.				
6) Multiple strategies developed for presentation of general ed. curriculum in order to meet the needs of special education; also challenging students in the GT program.	Principal, Teachers	Increased academic success among special populations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Students will participate in ongoing formative and summative assessments. Teams will hold data meetings to identify strengths and areas for growth. Information gained from assessment will determine next instructional steps. During PLC's and Team Tuesdays, each team will develop a grade-level response to data findings to address academic needs and to insure that every child has opportunities for growth. RTI will be used when students fail to show adequate growth.	Teachers, Principal, RTI Committee	Increased targeted team instruction and assessment results.				
8) Math and reading teachers will work with ESC 8 consultant at least 5 days on lesson development and planning.	Principal, Teachers, Curriculum Director	Increase scores on math and reading assessments.				
9) Implement school wide vocabulary initiative during morning meeting.	Principal, Teachers, Curriculum Director	Increase vocabulary awareness and knowledge leading to better assessment scores in reading and writing				
10) Utilize academic coaching as a means to support instruction and implementation of curriculum.	Curriculum Coordinator, Principal, Teachers	Increase fidelity in implementing curriculum and instruction effectively and successfully.				
11) Utilize laboratory time for science classes in grades 3-5.	Teacher, Principal	Improved science academic and assessment success.				
12) Continue targeted instruction in reading with leveled literacy groups in grades K-3.	Teachers, Principal, Curriculum Director	Increased reading achievement and assessment scores.				
13) Student writing samples will be collected and scored with rubrics each nine weeks grading period.	Teachers, Principal	Increased opportunities for students to write and increased writing achievement and assessment scores.				
14) Kemah Writing Academy curriculum will be implemented during writing periods K-5.	Teachers, Principal	Increased focus on writing and increased writing achievement and assessment scores.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Cumby ISD will focus on academics and enrichment to improve the academic achievement of all students by providing quality, learner-centered instruction utilizing effective instructional strategies.





Performance Objective 2: The performance of students, teachers, administrators, and support staff will be improved through the integration and effective use of technology.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue AR program (1st - 5th grades).	Library Personnel, Principal, Teacher(s)	Increased reading results.				
2) Maintain a technology plan that enhances the development and usage of technical skills and allows for the replacement or repair of student computers.	Technology Coordinator	Technical skills will be enhanced.				
3) Use technology to increase students' communication and information skills.	Library Personnel, Principal, Teacher(s), Technology Integration Teacher	Students communication and information skill will be improved.				
4) Use technology to promote respectful and responsible social & interpersonal skills such as proper web etiquette.	Library Personnel, Principal, Teacher(s), Technology Integration Teacher	Student social and interpersonal skills will be promoted.				
5) Use technology such as STAR, AR, and other software programs to help students prepare for success.	Library Personnel, Principal, Teacher(s), Technology Integration Teacher	More students will be prepared for success.				
6) Provide personnel with effective technology training, resources and skills on DMAC, TEKS Resource System, TExGuides, etc.	Principal, Technology Coordinator, Technology Integration Teacher	Personnel will become more effective with technology as result of training.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Create classrooms for today's learners with Permethian and touch boards, data projectors, computer software, virtual reality, 3D projections if available , etc. Teachers will be thoroughly trained to use new technology and will be expected to use in classroom daily.	Counselor(s), Principal, Teacher(s), Technology Integration Teacher	Students will be instructed with teachers using modern instructional technology equipment.				
8) Classrooms will be equipped and designed to meet the needs of special education students and to positively impact their success in inclusion settings. Tools will be offered to broaden these students' response methods. Ultimately moving these students to STAAR success.	Principal, Teacher(s), Technology Integration Teacher	Increase of special education students in inclusion. Increased use of technology in each classroom.				
9) An additional Pre-K teacher will be added so that Pre-K can be expanded to include more 3 and 4-year-olds in a high-quality Pre-K program according to TEA Pre-K Guidelines.	Principal, Pre-K teachers	Increased student proficiency and academic performance for students entering Kindergarten.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Doug Wicks	Principal
Non-classroom Professional	Rita Hulse	Housekeeping
Classroom Teacher	Katy Romans	Kindergarten Teacher
Classroom Teacher	Karen Stone	1st Grade Teacher
Classroom Teacher	Kristen Poe	3rd and 4th Grades ELA Teacher
Classroom Teacher	Sharon Spillers	2nd Grade Teacher
Classroom Teacher	Emili Jarvis	Kindergarten Teacher
Parent	Niki Pettit	Parent
Parent	Danielle Robertson	Parent
Classroom Teacher	Misty Sawyer	3rd Grade Teacher
Classroom Teacher	Whitney Helfferich	2nd Grade Teacher
District-level Professional	Donna George	Curriculum Director