



CUMBY H S
P-TECH Planning Application
2020-2021

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Background

District Affiliation

CUMBY ISD

CD #: 112905

Region: 08

Mailing Address (Line 1): 303 SAYLE ST

Mailing Address (Line 2):

City, State, Zip: CUMBY, TX 75433

School Affiliation

CUMBY H S

CDC #: 112-905-001

Region:

Mailing Address (Line 1): 303 SAYLE ST

Mailing Address (Line 2):

City, State, Zip: CUMBY, TX 75433

Academy Information

What is the academy name?

Cumby Collegiate High School

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School: Other Grade Levels - All students enrolled in grades 6-12 or grades 9-12 are enrolled in the academy but other grade levels exist on the campus (such as grades K-5)

Do you plan to be a 4, 5 or 6 year academy?

4

Campuses participate in the Planning Year during the 2020-2021 school year and begin serving students under the P-TECH model during the 2021-2022 school year. What grade level(s) does your academy plan to serve in the 2021-2022 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

31

Enter the number of students that you plan to serve in 10th grade.

18

Enter the number of students that you plan to serve in 11th grade.

44

Enter the number of students that you plan to serve in 12th grade.

29

Contacts

Applicant

Applicant 1

Job Title

Curriculum Director

Name Prefix

Mrs.

First Name

Donna

Last Name

George

Email

donna.george@cumbyisd.net

Phone

903-348-1230

Principal

Principal 1

Name Prefix

Mrs.

First Name

Jennifer

Last Name

Dracos

Email

jennifer.dracos@cumbyisd.net

Phone

361-894-1948

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

Shelly

Last Name

Slaughter

Email

shelly.slaughter@cumbyisd.net

Phone

903-439-8738

IHE

The P-TECH/ICIA academy shall have strategic partnerships with business and industry partners and IHEs that are formally articulated in writing and clearly define a variety of careers.

IHE Partner 1

Affiliation

Paris Junior College

Name Prefix

Dr.

First Name

Pam

Last Name

Anglin

Email

panglin@parisjc.edu

Phone

903-782-0330

Job Title

Paris Junior College President

Does the campus have an established partnership with an IHE partner?

Yes

Business/Industry Partner

Does the campus have an established partnership with a business/industry partner?

Yes

Business Partner 1

Affiliation/Company

John and Deborah Gillis Foundation

Job Title

Executive Director

Name Prefix

Dr.

First Name

Robin

Last Name

Shrode

Email

robin@jdgillisfoundation.org

Phone

972-849-8524

Narratives

Current Designations at CUMBY ISD:

Previous Planning Year Applications at CUMBY ISD:

- There are no planning year applications from the previous year for this application's school district.

CCRSM Network Affiliation

Confirm your district's current designations.

1

Confirm your district's previous Planning Year applications.

1

Describe how your campus made the decision to apply for a Planning Year. Include the stakeholders that were involved in the decision process.

Beginning in February 2019, we contacted and toured Roscoe Collegiate ISD. We, as an administrative team and school board, discussed what was observed and the many opportunities and successes their students were having that our students need and deserve. The P-TECH model is a structured plan with accountability that would drive the necessary change needed to create the setting for our students to be successful today and in the future. This model also ties to our Student Outcome Goals as created through the Lone Star Governance program. In June 2019, most of the board members and Superintendent were able to meet with Dr. Alexander from Roscoe Collegiate to further the discussion and make firmer decisions in the district direction. After meeting and discussing more with board, a community meeting was held and the information was shared about the P-TECH model. This was also discussed and shared with faculty and staff during in-service in August 2019. The district decided to apply for SB1882 which ties to where we believe we are headed for students with P-TECH. Currently 40% of our students, grades 9th - 12th are enrolled in dual credit courses and/or industry based certification programs.

Narratives: Student Support

Student Support

The P-TECH/ICIA academy will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic, technical, and individual support for students for students to be successful in rigorous academic and work-based learning experiences. Describe how the campus plans to provide students with academic support.

Cumby High School is a TSI testing site and this was established 2017. Students in grades 8-12 are encouraged to test at no charge to show college readiness. Students who are not successful have been given the opportunity to take College Prep classes depending on area of need. Also, students have access to Courseware TSI to remediate and then are given the opportunity to re-test. Courseware TSI is designed to strands and topics addressed on the TSIA. Students also meet and plan individually at least twice annually with our Dean of Students. During these meetings, grades, testing (ACT/SAT), scholarships and FAFSA, current academic plans, and future plans are discussed and amended as needed. Students also have access to meet as often as needed. All sophomores and juniors take the PSAT and juniors and seniors take the ACT, free of charge. All juniors and seniors also take the ASVAB. Students who are not successful on the PSAT or ACT have the opportunity to access test prep through Edmentum. Future plans include course sections created for individual students as well as dedicated test prep time. We are also working to develop an ACT boot camp. Plans to assist students with ASVAB are being developed. Hopkins County Extension Agency is partnering with Cumby ISD to begin student-led research projects in grades 3-12, beginning with grades 6-8 in Spring 2020. This academic component assists students in taking ownership in their learning as well as leading it.

Describe how the campus plans to provide students with wrap-around services. Examples include connections to social services, parent outreach and involvement opportunities, structured program of community services, and skill building instruction for students.

Cumby HS offers group and one on one parent meetings with all incoming freshman to go over the different options of endorsements focused on the chosen endorsement by the student. Cumby HS, through Paris Junior College, gives students the opportunity to graduate with their Associates Degree prior to getting their high school diploma. This plan is addressed with all incoming freshmen and parents as well. All students and parents are invited to a meeting scheduled during the summer to go over the grade level tool kit for each grade and suggestions to parents to assist their student in transitioning through high school. The Cumby SHAC committee also does an excellent job of compiling a comprehensive list of community services for our students, parents and community members. The district through, FCA, organizes and implements the Cumby Community Angel Tree. Also, throughout each year, community service projects are completed; to include Community Clean-up and giveback days. Cumby ISD, including Cumby HS, is working on a plan to implement Capturing Kids Hearts in 2020-21 as well as AVID strategies to address students social emotional needs, academic needs, and soft skills.

Narratives: Advanced Academics, TSIA

TSIA

Is the campus planning on becoming a TSIA testing site?

Yes

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC

What type of dual credit courses does your campus plan to offer?

WECM

AGCM

Do you anticipate having teachers qualified to teach dual credit courses in English, Math, and in other subject during the 2021-2022 school year?

I anticipate I will have teachers that are qualified to teach dual credit courses in English

Strongly agree

I anticipate I will have teachers that are qualified to teach dual credit courses in Math

Somewhat agree

I anticipate I will have teachers that are qualified to teach dual credit courses in other subjects

Strongly agree

List the policies and practices your academy will implement to expand and retain teachers that are qualified to teach dual credit.

Cumby HS is dedicated to providing dual credit and workforce related instruction and opportunities. It is not always possible to hire someone in the position to teach dual credit but Cumby ISD through grants and other monies makes it a priority to provide our staff the opportunity to take the necessary courses and certifications to ensure our students are given as many dual credit opportunities as possible. Many of the high quality teachers that Cumby HS hires already have their Master's Degree or are already well on their way to get one. In looking at the degree already held Cumby ISD looks for the high demand area that would be the best field for the teacher to pursue accreditation to teach dual credit. Being a small rural district we also have many teachers that already have a degree in another field but decide they want to give back to the community in the capacity of an educator. Depending on the original degree of these teachers dual credit opportunities may arise. The teachers that currently work with PJC providing dual credit classes receive an additional stipend that assists with retention of these high demand teachers.

Narratives: Work-Based Learning

Work-Based Learning

Add up to three activities offered to 9th grade students.

9th Grade Activities

Freshman all visit PJC Health Science Department for a tour and specific career goal certification demonstrations.

Speakers are brought into the classrooms for panel discussions to address career exploration and awareness.

Students attend a Career Fair at TAMU-Commerce as 8th graders and the 9th graders who were unable to have the opportunity as well.

Add up to three activities offered to 10th grade students.

10th Grade Activities

Sophomores are given the opportunity to do mock interviews with parents from the business world that are in charge of hiring.

Speakers are brought into the classrooms for panel discussions to address career exploration and awareness.

Health Science students are given hands on lab experiences through the Paxton and Patterson lab units.

Add up to three activities offered to 11th grade students.

11th Grade Activities

Juniors attend the Northeast Texas Career and Technical Education Consortium College Day.

Speakers are brought into the classrooms for panel discussions to address career exploration and awareness.

Students enrolled in Instructional Practices are able to intern in classrooms throughout the district.

Add up to three activities offered to 12th grade students.

12th Grade Activities

Seniors attend the Northeast Texas Career and Technical Education Consortium College Day.

Seniors visit the school of cosmetology for a guided tour and explanation including time and cost of the program.

Seniors upon completion of pathway courses are offered the opportunity to complete internships/externships in their field of study.

The P-TECH/ICIA requires that academies offer work-based learning at every grade level. Work-based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentorships, and apprenticeships.

Narratives: Regional Workforce Alignment

Regional Workforce Alignment

The P-TECH/ICIA shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs. Have you worked with a regional workforce board or other relevant organization to establish regional workforce needs that the P-TECH/ICIA could serve?

Yes

List the regional high demand occupations your campus would propose to align with program

offerings.

Teachers Childcare Workers Registered Nurse Medical and Clinical Lab Technicians Emergency Medical Technicians Veterinary Technologists and Technicians Nursing Assistants Dental Assistants Medical Assistants Electricians Welder and Cutter First-Line Supervisors of Retail Sales Workers First-Line Supervisors of Office and Admin Support Workers Bookkeeping, Accounting and Auditing Clerk Executive Secretaries and Executive Administrative Assistants Customer Service Representatives

Describe how the regional high demand occupations align with the associate degree(s) and/or industry certification(s) your academy plans to offer.

Item

The high demand occupations listed align with the Associates of Science in Multidisciplinary Studies Degree offered through PJC.

Teachers and childcare workers are aligned with our Public Services Endorsement in Education and Training.

Registered Nurse, Medical and Clinical Lab Technicians, Emergency Medical Technicians, Veterinary Technologists and Technicians, Nursing Assistants, Dental Assistants, and Medical Assistants are aligned with our Public Services Endorsement in Health Science.

Narratives: Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

- Agriculture
- Business Marketing Finance
- Education and Training
- Health Science
- Manufacturing

Select the Program(s) of Study your academy plans to offer in 2021-2022.

- Agribusiness
- Animal Science
- Plant Science

Select the Program(s) of Study your academy plans to offer in 2021-2022.

- Accounting and Financial Services

Entrepreneurship

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Early Learning
Teaching and Training

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Bio-Medical Science
Healthcare Diagnostics
Nursing

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Welding

Select the endorsements that your academy plans to offer in 2021-2022.

STEM
Business and Industry
Arts and Humanities
Multi-Disciplinary Studies

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD
PSC
PSC2
IC

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Accounting Assistant

Medical Assistant

Certified Nurse Aid

Advanced Welding

Welding

Certified Veterinary Assistant

What associate degree(s) does the academy plan to offer?

Item

Education

Health Professions

Interdisciplinary Studies/General Studies

What level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Pharmacy Technician/Assistant

Veterinary/Animal Health Technology/Technician and Veterinary Assistant

Welding Technology/Welder

What industry certifications does the academy plan to offer?

Item

OSHA 30 Hour General Industry

Educational Aide I

Certified Nurse Aide/Assistant (CNA)

America Welding Society Certified Welder

Narratives: Recruitment and Enrollment, Leadership Team

Leadership Team

The P-TECH/ICIA academy shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization.

Does the campus currently have a leadership team?

Yes

Identify the individuals and their job titles who currently serve on this school's leadership team. Individuals should have decision-making authority for the school, IHE, or business partner they represent. Applicants may enter up to eight individuals. Applicants are encouraged to list one Leadership Team member per organization

Name	Title	Organization
Shelly Slaughter	Superintendent	Cumby ISD
Donna George	Curriculum and Instruction	Cumby ISD
Jennifer Dracos	High School Principal	Cumby HS
Megan Petty	Dean of Students	Cumby ISD
Robin Shrode	Executive Director	John and Deborah Gillis Foundation
Rob Stanley	Coordinator of Dual Credit	Paris Junior College

Provide a timeline for leaderships meetings over the 2020-2021 planning year. Include topics that will be discussed.

Date	Topics to be discussed
July 2020	determine roles & responsibilities of partners, hold initial conversation about vision and mission statement, launch MOU discussion, post all meeting schedules, agendas and minutes, start to develop a plan to meet OBMs
September 2020	Identify potential Industry advisory board members that include representatives from a variety of stakeholders such as: school board, community, economic development partners, and relevant industry subject matter experts for program pathways IHE
November 2020	Establish shared vision and mission statement, review draft MOU and gather last round of feedback, begin sustainability conversation Is start-up funding available? How are dual enrollment courses funded, including tuition, text books, transportation, etc.? How are dual enrollment courses staffed (e.g., what is the process for high school faculty to teach college coursework?) How can partners share costs? Is there an existing pathway?
January 2021	Finalize Sustainability plan, strategize to meet OBMs, finalize IHE MOU, review four-year crosswalk and gather feedback, identify potential academic and emotional support structure Define WBL expectations by grade level, develop policies and procedures to make workbased learning a viable method for helping students meet academic standards
March 2021	Discuss WBL opportunities and plan fall schedule ■ Determine the appropriate number and type of engagement opportunities by grade level
July 2021	Revisit plan to meet OBMs, develop budget, develop staff plan for teachers, IHE instructors, counselors, administration, support staff, etc., discuss teacher professional development, plan and finalize summer activities for students (e.g.,summer bridge program)

Recruitment and Enrollment

The P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

Describe plans to establish a recruitment and enrollment process that will meet open enrollment requirements.

Cumby ISD will identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. The district will utilize social media avenues, the school website, newspapers, our highway billboard, and local radio stations. All information will be given in English and Spanish and reported in both Hunt and Hopkins County. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment. Cumby ISD will be a true open enrollment district.