Cuero Independent School District

Cuero High School

2021-2022 Campus Improvement Plan

Mission Statement

At Cuero High School, learning is our fundamental purpose. Graduating students who can succeed in whatever honorable path they choose and who can contribute to our world in a meaningful way are our highest priority. Administrators, teachers, students, and parents share in the responsibility to achieve our mission.

We envision a campus culture that is positive and supportive of students and teachers, one that will allow them to build camaraderie and good relationships with each other so that maximum learning and personal growth can occur. We envision an environment that provides students with the resources they need to learn, including intervention programs, credit recovery options, and appropriate technology to build their knowledge and skills to prepare for college and career. Finally, we envision a campus climate wherein teachers and school leaders are encouraged to reflect and grow in their professional practice.

Vision

Cuero High School will inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Value Statement

Committed to Excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cuero High School is the only 9th through 12th grade campus in the Cuero Independent School District and as the flagship campus, is very important to the life of the community and the district. The school has a long tradition of academic, athletic, and fine arts successes, and community members are strong supporters of our students and our programs. Most of our students, and many of our teachers, come from families who have deep roots in Cuero and the surrounding area. Many students who graduate from Cuero return to the community to raise their own families. Cuero High School generates a deep sense of pride in all who have walked its halls, and the staff, students, and parents remain committed to its continued growth and success.

In 2020-21 Cuero High School had an enrollment of 618 students with a student population that is 1.94% ELs, .52% homeless, 48.06% economically disadvantaged, and 28.8% at-risk. For the 2020-2021 school year, zero drop-outs were recorded.

Our gifted/talented population is 4.53%. CHS serves the GT population through advanced (honors/AP) classes and dual-credit/dual-enrollment classes through several different venues.

CHS currently has the same principal this year as last, 2.5 assistant principals (one is new to the campus and district this year), three counselors, and 3.5 office staff (one is new to the campus and part-time as opposed to being filled by a full-time person last year). 2020-21 reporting data shows 60 teachers, 13 educational aides, and 8 administrative support, for a total 81 employees.

Demographics Strengths

The diversity of our student body is a tremendous strength of our school. Students who attend CHS are able to engage with students who represent the diverse individuals they will experience out in the real world. The diversity of our staff is also an advantage as our students have opportunities to learn how to communicate with teachers and coaches from unique backgrounds, ethnicities, and world experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner.

Problem Statement 2: EOC assessment data for the previous three years indicates lower reading scores for Hispanic students and students labeled economically disadvantaged compared to other student groups. The data for the last two years is trending upward showing improvement in this area.

Problem Statement 3: Students' writing skills overall are poor and lack academic vocabulary or other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, or for students at-risk of dropping out of high school.

Problem Statement 4: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of

behavioral and academic struggles compound the possibilities of a student dropping out as well as the possibilities that other students will be negatively impacted.

Student Achievement

Student Achievement Summary

Accountability - CHS earned no rating under the new accountability system in both 2019-20 and 2020-21 due to the pandemic.

STAAR/EOC Results - Students took STAAR end-of-course exams in Algebra I, Biology, English I, English II, and US History. Those who have previously been unsuccessful took any failed tests again. The Spring 2021 STAAR Performance results released by TEA shown below:

Grade Level Standard	Approached	Met	Masters
ELA/Reading 1	70%	57%	11%
ELA/Reading 2	68%	59%	30%
Mathematics	70%	48%	30%
Science	80%	53%	18%
History	93%	71%	52%

(Ctrl)

Given that the "Meets" level is our target, a comparison at that level of differences in passing rates by gender, ethnicity, and other characteristics is important here. Females outperformed males in Algebra, Biology, English I, and English II but lagged behind males in History. Regarding ethnicity, Whites, Hispanics and African Americans had similar scores in History but significant differences in the other subjects.

College & Career Readiness - A total of 116 CHS students took the SAT when administered at school during the 20-21 school year per the College Board. Another 29 students took the SAT/ACT outside of school, for a grand total of 145 students who took the SAT, up by almost 300% from 49 total testers in 19-20. The number of test takers is likely to spiral downward since many popularly attended Texas universities are not requiring a score to be sent due to limited testing locations and dates due to the continuation of the COVID 19 pandemic, but CHS will continue to be an approved testing site for the convenience of our students. CHS students were at the state average on the SAT. There is disparity in average scores by ethnicity for CHS. White students scored higher than the overall average, and Hispanic and African American students' scores were below. 17 students showed college readiness in both reading and math. 35 students showed college readiness in reading. 1 student showed college readiness in math.

Student Achievement Strengths

A significant strength in the area of student achievement is the commitment of staff at CHS. CHS is committed to high-quality instruction and to setting high standards in the classroom and is implementing the Fundamental Five. In addition, the campus provides a strong safety net to help students succeed, including daily tutorials with certified teachers, Saturday School opportunities with highly certified teachers, and a grading policy that encourages students to demonstrate learning. This structure is supplemented with a strong credit recovery program and a school within a school program designed to provide a quality education for non-traditional students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: EOC assessment data for the previous three years indicates lower reading scores for Hispanic students and students labeled economically disadvantaged compared to other student groups. The data for the last two years is trending upward showing improvement in this area.

Problem Statement 2: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner.

Problem Statement 3: Research supports keeping class sizes smaller to positively impact student learning and student engagement.

Problem Statement 4: Students' writing skills overall are poor and lack academic vocabulary or other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, or for students at-risk of dropping out of high school.

Problem Statement 5: Teachers throughout the campus are being under-utilized for collaborative data disaggregation for the campus as a whole and for their individual departments, which limits our ability to effectively implement instructional strategies and effectively utilize resources to meet the needs of students. **Root Cause:** Time and lack of instructional coaches.

Problem Statement 6: Due to the COVID 19 pandemic, many students have been out of the traditional school setting since March 2020, and do not have the supports at home, despite technology (laptop and/or hotspot) being provided. Some continued to choose a virtual education until October 15, 2020, when Cuero ISD ended the option. Ongoing student absences due to the Delta virus continue to impact learning.

Problem Statement 7: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibilities of a student dropping out as well as the possibilities that other students will be negatively impacted.

Problem Statement 8: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons.

Problem Statement 9: There is a continued need to embed EOC preparation intervention courses into the master schedule. **Root Cause:** Conflicts in master schedule due to increased offering without an increase in students.

Problem Statement 10: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, all of which are threats to student health, safety, behavior, and learning.

School Culture and Climate

School Culture and Climate Summary

Discipline - An analysis of discipline data revealed that in 2020 - 2021 our staff generated 2082 referrals. This is continuing a trend in the reduction of referrals from the prior year. This is reflective of improved policy, classroom management, and culture. Male students recieved 66% of our referrals. Ninth graders had the highest number of referrals at 69%. In comparing the reasons for referrals given each six weeks of the school year. 47% were for tardies. The high percentage of tardy referrals is due to a more aggressive tardy policy which was very successful in reducing other student behaviors and getting students to class on time without missing instruction. The rest of the referrals were spread evenly through various student behaviors such as skipping class and class disruption. A huge concern this year is vaping in general, especially vaping on campus, including the use of THC products in the vape pens. A deterrent is needed to stop this epidemic.

A comparison of referrals by teacher indicates that a small number of teachers generate the majority of referrals. In addition, a substantial portion of referrals are considered classroom management issues that best practice shows should be handled at the classroom level by the teacher.

Student Involvement - Student groups active on campus are numerous and include:

- Student Council
- National Honor Society
- Service Cord Awards
- Anchor Club
- Automotive Club
- FCA (Fellowship of Christian Athletes)
- FFA (Future Farmers of America)
- Competitive groups including UIL, HOSA, and FCCLA

We also have two cheer squads and a drill team (Trotters). Our cheerleaders will compete in the UIL program. In addition band, choir, and theatre are growing and experience success in UIL.

School Culture and Climate Strengths

As reported by teachers and staff in the 2020 - 2021 school year, the current environment on campus is very positive. Teachers and administrators are actively working together as a team to identify and solve problems and to create new and interesting ways for staff and students to become involved in the life of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibilities of a student dropping out as well as the possibilities that other students will be negatively impacted.

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Problem Statement 3: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Problem Statement 4: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons.

Problem Statement 5: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus beyond truancy.

Problem Statement 6: Improve organization and procedures of the high school office. **Root Cause:** New secretary, receptionist, and only a part-time PEIMS clerk.

Problem Statement 7: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels.

Problem Statement 8: Identify coherent sequences (programs of study) and update all 4-year plans.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CHS had an 85% retention rate of staff members for the 2021 - 2022 school year. There is a need for dual credit teachers who have at least 18 college hours in their field, particularly College Algebra at this time. We actively recruit at university job fairs to find the best possible candidates for teaching positions. Some job fairs in 2021 - 2022 will be virtual making it difficult for principals in rural areas to compete with large, high-paying districts.

Staff Quality, Recruitment, and Retention Strengths

Added staff quickly embrace the culture of CHS and find ways to positively enhance the culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some teachers are not equipped with proper techniques or temperaments to handle classroom-level discipline and to model positive behavior supports for students.

Problem Statement 2: We need to continue to recruit and then retain staff equipped to challenge our highest achieving students in advanced classes.

Problem Statement 3: Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve.

Problem Statement 4: Teachers throughout the campus are being under-utilized for collaborative data disaggregation for the campus as a whole and for their individual departments, which limits our ability to effectively implement instructional strategies and effectively utilize resources to meet the needs of students. **Root Cause:** Time and lack of instructional coaches.

Problem Statement 5: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

Problem Statement 6: It is difficult for the technology department to keep up with the demands of the campus in a timely manner with the option for students to be virtual. **Root Cause:** COVID 19 pandemic; unforeseen questions, concerns, and challenges that could not all be anticipated; not enough technology staff.

Problem Statement 7: Regular and consistent communication among school leadership (principals, counselors) and between school leadership and teachers is needed to ensure an efficient and positive campus culture and climate.

Problem Statement 8: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

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Problem Statement 14: All core teachers are now required to be ESL certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource is one component of our curriculum plan, in addition to textbooks and other publisher resources. Teachers are able to rely on it as a means of instruction or as supplementary resource. We will institute the Fundamental Five lesson planning process and use common assessments in the main academic areas. To ensure that teachers are focusing their instruction on readiness and supporting standards, and to ensure that any curriculum is being utilized to support new state standards, the teachers will submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking. The administrative staff will conduct numerous walkthroughs throughout the year and share that data with teachers so that they can make adjustments as necessary. In addition, CHS will use materials acquired from Lead4Ward, Region 3, and the state for teacher training and teacher leadership as we continue the reach the standards set for STAAR and the new accountability system. All classrooms will be evaluated in terms of needs throughout the year so that resources can be purchased and/or planned for.

Benchmarks have been used in the past to indicate readiness for STAAR EOCs. Specific curriculum and instructional programs that we will utilize to provide an additional resource for EOC success are: Edgenuity and A+.

Curriculum, Instruction, and Assessment Strengths

We offer a wide array of courses for students to challenge themselves. We offer AP courses, Dual Credit courses through VC, Dual Enrollment courses through UT OnRamps, and Honors/Pre-AP courses. We have broadened our CTE offerings to include Plumbing and Electrical courses through the Mid Coast Construction Academy, Automotive courses, Robotics, Coding, and Cosmetology to go with our existing CTE courses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: EOC assessment data for the previous three years indicates lower reading scores for Hispanic students and students labeled economically disadvantaged compared to other student groups. The data for the last two years is trending upward showing improvement in this area.

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Parent and Community Engagement

Parent and Community Engagement Summary

According to the Community and Engagement survey that were taken, Cuero High School was rated Recognized in all of the categories which include: Fine Arts, Wellness and Physical Education, Community and Parent Involvement, 21st Century Workforce Development, Digital Learning Environment, Dropout Prevention, Gifted and Talented Programs, and 2nd Language Acquisition. The area that scored the highest was Digital Learning Environment and the area that scored the lowest was 21st Century Workforce Development.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons.

Problem Statement 2: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus beyond truancy.

Problem Statement 3: Anecdotal data from counselors, administrators, and staff indicate a lack of comprehensive knowledge on students' part about career opportunities and interests. The root cause is a lack of communication systems and processes for disseminating information to students and parents and for promoting college and career opportunities to all students.

Problem Statement 4: Due to the COVID 19 pandemic, many students have been out of the traditional school setting since March 2020, and do not have the supports at home, despite technology (laptop and/or hotspot) being provided. Some continued to choose a virtual education until October 15, 2020, when Cuero ISD ended the option. Ongoing student absences due to the Delta virus continue to impact learning.

School Context and Organization

School Context and Organization Summary

Teachers and staff were involved in planning the master schedule and in making requests for how the school day was structured. Staff also indicated they needed more organization, communication, notice of activities and events, etc.

CHS is working on a comprehensive plan for implementing HB 5. Steps have been taken but additional work needs to be done in terms of coherent sequences being outlined, staffing needs identified, 4-year plans being created and explained to students/parents, etc.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a continued need to embed EOC preparation intervention courses into the master schedule. **Root Cause:** Conflicts in master schedule due to increased offering without an increase in students.

Problem Statement 2: Improve organization and procedures of the high school office. **Root Cause:** New secretary, receptionist, and only a part-time PEIMS clerk.

Problem Statement 3: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels.

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Problem Statement 14: Regular and consistent communication among school leadership (principals, counselors) and between school leadership and teachers is needed to ensure an efficient and positive campus culture and climate.

Problem Statement 15: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Problem Statement 16: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons.

Problem Statement 17: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus beyond truancy.

Problem Statement 18: All core teachers are now required to be ESL certified.

Technology

Technology Summary

Technology hardware, software, and support are strengths. The campus has one instructional technologist. In addition technical support specialists are available to assist with implementation, teacher training, and other related supports.

Technology Strengths

New in 2021-22: All CHS students have been issued their own Chromebook which travels with the student througout the school day, home, and back to school each day.

Problem Statements Identifying Technology Needs

Problem Statement 1: It is difficult for the technology department to keep up with the demands of the campus in a timely manner with the option for students to be virtual. **Root Cause:** COVID 19 pandemic; unforeseen questions, concerns, and challenges that could not all be anticipated; not enough technology staff.

Problem Statement 2: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

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Problem Statement 4: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 1: Improve academic achievement for all student and all subpopulations in ELAR, Math, Science, and Social Studies.

Evaluation Data Sources: State EOC assessment data; student grades; other testing data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain class size of a 20 to 1 average in the core areas. **Strategy's Expected Result/Impact:** Impact is measured by improved student performance in smaller classes. **Staff Responsible for Monitoring:** Administrators/Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use the Fundamental Five as the basis of high impact instruction for all students. **Strategy's Expected Result/Impact:** Implementation is measured by teacher lesson plans and walk-through data. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase the necessary scientifically researched based materials and supplies to help implement the curriculum at the highest level. **Strategy's Expected Result/Impact:** Will allow the students access to world class curriculum and materials.				

Staff Responsible for Monitoring: Administrators/Department Heads

Schoolwide and Targeted Assistance Title I Elements:
2.4
- TEA Priorities:
Recruit, support, retain teachers and principals

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 2: Cuero ISD will utilize the TEKS Resource System as a curriculum management tool for every grade level and core subject area.

Evaluation Data Sources: TEKS Resource System logins
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate among departments and with the junior high to align curriculum. **Strategy's Expected Result/Impact:** Implementation is measured by teacher lesson plans and walk-through data. **Staff Responsible for Monitoring:** Administrators/Teacher from both campuses. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate to produce common assessments and then design common lesson plans. **Strategy's Expected Result/Impact:** Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 3: Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement

Evaluation Data Sources: Lesson Plans
STAAR scores
Unit Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain class size of a 20 to 1 average in the core areas. **Strategy's Expected Result/Impact:** Impact is measured by improved student performance in smaller classes. **Staff Responsible for Monitoring:** Administrators/Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use the Fundamental Five as the basis of high impact instruction for all students. **Strategy's Expected Result/Impact:** Implementation is measured by teacher lesson plans and walk-through data. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize Edgenuity to help differentiate and individualize learning for students. **Strategy's Expected Result/Impact:** Students will receive instruction in areas of weakness. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CHS will implement an AVID elective course and implement the AVID WICOR stratigies **Strategy's Expected Result/Impact:** Increase the higher level thinking skills for all students and improved outcomes for all students. Increase College and Career awareness/readiness for AVID students. **Staff Responsible for Monitoring:** District Director, Site Director, Administration, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CHS will create an AVID College and Career center that will assist students with information on post secondary opportunities in education and careers. **Strategy's Expected Result/Impact:** Improve students' knowledge on post-secondary opportunities. **Staff Responsible for Monitoring:** Administrators Counselors AVID Site Coordinator AVID District Director AVID Elective Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 4: Teachers will be given opportunity/time/staff development/PLC to plan and align instruction.

Evaluation Data Sources: Increase in State assessments.

Strategy 1 Details	Reviews			
Strategy 1: Planning days are built into the district calendar.	Formative			Summative
Strategy's Expected Result/Impact: Common lesson plans and assessments. Analysis of student data. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations.	Formative			Summative
Strategy's Expected Result/Impact: Staff will be able to implement the curriculum at the highest level. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Collaborate among departments to align curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate to produce common assessments and then design common lesson plans. **Strategy's Expected Result/Impact:** Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use the Fundamental Five as the basis of high impact instruction for all students. **Strategy's Expected Result/Impact:** Implementation is measured by teacher lesson plans and walk-through data. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 5: Cuero ISD will close performance gaps in subgroups white, African American, Hispanic and Sped by 5%.

Evaluation Data Sources: Unit Tests, STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ELPS instruction for teachers. **Strategy's Expected Result/Impact:** Impact is measured by inclusion of ELPS strategies in classroom instruction. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will utilize Edgenuity to help differentiate and individualize learning for students. **Strategy's Expected Result/Impact:** Students will receive instruction in areas of weakness. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations. **Strategy's Expected Result/Impact:** Staff will be able to implement the curriculum at the highest level. **Staff Responsible for Monitoring:** Administrators/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation.
Edit Remove

Performance Objective 1: Staff and students will become informed, knowledgeable and proactive regarding bullying, harassment, sexual harassment, and suicide.

Evaluation Data Sources: Discipline reports; bullying reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CHS will utilize Anoymous Alerts to report issues of bullying, suicide, assault **Strategy's Expected Result/Impact:** Increase student safety **Staff Responsible for Monitoring:** APs **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will go through a Freshman seminar to assist them in being successful in their high school career **Strategy's Expected Result/Impact:** Improve passing rates among freshman students **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff will be trained to recognize and address safety issues **Strategy's Expected Result/Impact:** Improve campus safety **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Cuero ISD will employ 2 full time SROs one of which will be stationed at CHS **Strategy's Expected Result/Impact:** Improve campus safety **Staff Responsible for Monitoring:** Administrators, Sergeant				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation.
Edit Remove

Performance Objective 2: CHS will promote teacher, staff, and student safety and wellness.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CHS will conduct safety drills **Strategy's Expected Result/Impact:** Improve campus safety **Staff Responsible for Monitoring:** Administrators, SRO				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CHS will have a locked door policy **Strategy's Expected Result/Impact:** Improve campus security **Staff Responsible for Monitoring:** Teachers, Administrators, SRO				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Waiver from the CPR requirement due to COVID-19 school closure for Cuero ISD for 2019-2020 school year. Waiver will apply for 2019-2020 senior level students only; grades 9-11 will complete the CPR requirement during the 2020-2021 Fall Semester provided schools are in session. This waiver will enable seniors to be able to graduate waiving the CPR requirement. TEC 28.0023 and applicable rules in TAC 7438 **Strategy's Expected Result/Impact:** Safety & Well-Being of Teachers, Staff, and Students **Staff Responsible for Monitoring:** Principals; District Nurse; Asst. Superintendent of Curriculum & Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation.
Edit Remove

Performance Objective 3: CHS will improve the safety and security of the campus main entrance including window and glass film installation to increase emergency response time.

Evaluation Data Sources: Work order completion

Goal 3: Parent and Community Involvement: Cuero ISD will build positive relationships and collaborative among parents, community and staff.

Performance Objective 1: Strengthen home, school, community relations, involvement, and communication

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents. **Strategy's Expected Result/Impact:** Improve parental-school partnership. **Staff Responsible for Monitoring:** Counselors, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CHS seeks to hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up, Band Concerts, Choir Concerts, Art Exhibits, and Athletic Events. To the extent applicable, events will be virtual or at limited capacity due the COVID 19 pandemic. **Strategy's Expected Result/Impact:** Improve parental-school partnership **Staff Responsible for Monitoring:** Teachers, Sponsors, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact. **Strategy's Expected Result/Impact:** Improve student attendance and academic outcomes **Staff Responsible for Monitoring:** Student Services, Counselors, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for parent involvement and training. Example: Parental Involvement Conference **Strategy's Expected Result/Impact:** Improve parental-school partnership **Staff Responsible for Monitoring:** Student Services, Counselors, Administration **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled by highly qualified teachers and staff.

Performance Objective 1: Cuero ISD will attract and retain highly effective teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will attend university job fairs to recruit the best candidates for teaching positions **Strategy's Expected Result/Impact:** Improve the quality of the applicant pool **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 1: Cuero ISD will increase the number of industry certifications earned by students

Targeted or ESF High Priority

Evaluation Data Sources: Certification list/CCMR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will be trained to industry standards for the certifications they will help students achieve **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 2: Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Strategy 1 Details	Reviews			
Strategy 1: CHS will schedule visits from college/trade school recruiters	Formative			Summative
Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Connect high school to career and college	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: CHS will host a college and career fair	Formative			Summative
Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Counselors, Administrators	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: CHS students will take the ASVAB career inventory test	Formative			Summative
Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Counselors, Administration **TEA Priorities:** Connect high school to career and college	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: CHS will host a "Breakfast with the Stars"	Formative			Summative
Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CHS will schedule two nights to assist parents and students with the completion of the FAFSA for post secondary financial aid **Strategy's Expected Result/Impact:** Improve student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Counselors, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2 **- TEA Priorities:** Connect high school to career and college				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: CHS will create an AVID College and Career center that will assist students with information on post secondary opportunities in education and careers. **Strategy's Expected Result/Impact:** Improve student's knowledge of post secondary opportunities **Staff Responsible for Monitoring:** Administrators Counselors AVID Site Coordinator AVID Elective Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Cuero High School

Total SCE Funds:
Total FTEs Funded by SCE: 3.01
Brief Description of SCE Services and/or Programs

Personnel for Cuero High School

Name	Position	FTE
A. Arlitt	Teacher	0.29
C. Eichhorn	Aide	1
D. Blank	Teacher	0.29
H. Turk	Teacher	0.14
J. Dyer	Instructional Coach/Teacher	0.29
M. Rangnow	Teacher	0.71
N. Anderson	Teacher	0.29

Addendums

CUERO ISD

Strong Start Plan

On-Site Instruction

Health and Safety Protocols

Presence of Symptoms

• Each campus will designate an office or room for the nurse with sufficient space to allow for social distancing (at least 6 ft).

• When a student displays symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when the student needs to be sent home.

• Students who are ill will be removed from the classroom. Parents/guardians will be notified and should make arrangements to pick the student up within 30 minutes. After being sent home, students must meet the district defined criteria before returning to school.

• Students exhibiting mild symptoms who are able to complete work from home may engage in remote learning while absent from school.

• Staff members displaying COVID-19 symptoms will follow district protocols for separation from students and other staff members, testing and returning to work. For individual guidance, staff members should contact the CISD Risk Management or Employee Benefits offices.

Confirmed Diagnosis

• If an individual who has been in a school is lab-confirmed to have COVID-19, the school district will notify DeWitt County Health Department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

• Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in on campus activities.

Students Who Have COVID-19

As provided in this Department of State Health Services (DSHS) Rule, school systems must exclude students from attending school in person who are actively sick with COVID-19 or who have received a positive test result for COVID-19. Parents

must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19, 2 until the conditions for re-entry are met.

<u>Students</u> with COVID-19 may not return to school until the following criteria are met:

i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. or;

ii. a release from a doctor.

<u>Students</u> Who Are Close Contacts

<u>From TEA</u>

Given the data from 2020-21 showing very low COVID-19 transmission rates in a classroom setting and data demonstrating lower transmission rates among children than adults, school systems are not required to conduct COVID-19 contact tracing. If school systems are made aware that a student is a close contact, the school system should notify the student's parents. Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period. For individuals who are determined to be close contacts, the stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed. Alternatively, students can end the stay-at-home period if they receive a negative result from a PCR acute infection test after the close contact exposure ends. During the stay-at-home period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed Student Attendance Accounting Handbook (SAAH) rules.

Cuero ISD will send out notification to all individuals in a room, area, or extracurricular activity that a positive individual may have accessed.

Close contact is considered

A. **Being directly exposed to infectious secretions (IE. being coughed or sneezed without a mask or face shield) or**
B. **someone who was within 6 feet of an infected person for 15 minutes cumulatively starting from 2 days before the infected person's illness onset or 2 days prior to them being tested for COVID-19.**

Student Sent Home By Nurse

If an individual is sent home by school nurse having had symptoms that may be COVID-19 and wants to return to school:

i.obtain a medical professional's note clearing the individual for return based on an alternative diagnosis

or

ii. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications)

STAFF Who Have COVID-19

CDC recommends staff should stay home when they have signs of any infectious illness and be referred to their health care provider for testing and care. CDC has an added recommendation for fully vaccinated people who have a known exposure to someone with suspected or confirmed COVID-19 to be tested three to five days after exposure, regardless of whether they have symptoms.

STAFF with COVID-19 may not return to school until the following criteria are met:

i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. OR;

ii. a release from a doctor.

STAFF Who are close contacts

VACCINATED

May come to work if they have no sign or symptom. Must test every other day for ten days from contact

If symptoms arise staff must meet the following criteria to return:

i. at least ten (10) days have passed since symptoms first appeared.;OR

iii. a release from a doctor.

UNVACCINATED

If unvaccinated and confirmed close contact, employee may return to work if the following criteria are meet:

i. at least ten (10) days have passed since symptoms first appeared.;OR

ii. Must test every other day for ten days from contact

•Face Coverings

We strongly recommend use of face coverings but CANNOT require them to be worn.

• To create a safe environment for CISD staff and students, CDC recommends face coverings. We recommend staff and students utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, cafeteria, etc.

• Facemasks/ coverings may be any color or design, but may NOT depict alcohol, tobacco, drugs, sexually-related, offensive, or inappropriate for the school setting images or language. Principals have sole discretion of what is inappropriate.

Campus Visitor Protocols

Visitor Access to Building

• In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office without an appointment.

• Families are encouraged to contact the office by phone rather than entering the building.

• We recommend individuals entering the building and visiting the office area to wear a face covering.

Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations

• Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.

Campus Cleaning Protocols

Daily Campus Cleaning

• Each classroom and restroom will be disinfected daily.

• Buckets of sanitizing wipes are available in each classroom and common areas to maximize room cleanliness.

• The cafeteria will be disinfected between lunch periods.

• Staff/Students will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Common Areas

• Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms and other meeting rooms.

• Virtual meetings will be utilized when possible.

• In-person meetings will be by appointment only.

Arrival and Dismissal

Arrival

• Buildings will open at 7:30 a.m., if a student enters they must report directly to their classroom.

• Visitors will not be allowed in the building during arrival, unless an appointment has been made.

Dismissal

• Campus may designate staggered dismissal groups. (for example, staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.)

• Campus-specific bus procedures will be established.

Daily Schedule

Start time: 7:55

End time: 3:35

Breakfast

• Breakfast will be served to students following the campus-specific procedures which are dependent on space, staffing and student counts.

• Breakfast/ Brunch will be eaten in designated areas following the campus's breakfast procedures.

Lunch

• Campuses will develop campus-specific lunch procedures dependent on space, staffing and student counts.

• Parents/Guardians are prohibited from having lunch on campus with students.

• Student's may bring their own. No food delivery to campuses.

PE/Music/Guidance/etc.

• PE classes will be conducted outdoors when possible with classroom groups separated as much as possible.

• Students will use their own art supplies.

Busing

• We recommend face coverings be worn during the entire bus trip.

• Students who need to ride the bus will complete a bus registration process.

Campus Events

• We will have Meet the teacher, open house, and parent conferences(by appointment).

• Parents will be allowed to attend class performances and assemblies.

Intervention and Enrichment

Intervention and Enrichment through small group instruction will be scheduled for students to best meet their individual academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group instruction and digital platforms. Teachers will provide students a plan for the activity to be completed during this designated time.

Travel

In state travel, if you travel to an area with COVID-19 travel bans and believe you were exposed, to return to school you must meet the following criteria:

- Doctor's release saying you are safe to return to school or;
- COVID test confirming a negative or;
- Quarantine for 10 days or;
- Proof of vaccination

Out of state travel and believe you were exposed, to return to work you must meet the following criteria:

- Doctor's release saying you are safe to return to work or;
- COVID test confirming a negative or;
- Quarantine for 10 days or;
- Proof of vaccination

Out of country travel or cruises, to return to work you ***must*** meet the following criteria:

- Quarantine for 14 days after arrival home or;
- Release from doctor or;
- Proof of vaccination

Campus Performance Objectives Committee

Meeting Date: September 10, 2021

12:30 PM

Cuero High School Front Office Conference Room

Committee Role	Name	Position	Signature
Administrator	Kimberly Fleener	Principal	
Parent	Laura Carnes	Parent	
Classroom Teacher	Paige Baros	Teacher	
Classroom Teacher	Amy Crain	Teacher	
Classroom Teacher	Michelle Stanford	Teacher	
Classroom Teacher	Denys McCarter	Teacher	
Classroom Teacher	Tifani Hilburn	Teacher	
Classroom Teacher	Amy Arlitt	Teacher	
Classroom Teacher	Olga Rojas	Teacher	
Non-classroom Professional	Gina Rico	Counselor	
District-level Professional	Jack Alvarez	Athletic Director	
Community Representative	Sarah Pena	Community Representative	
Classroom Teacher	Don Salm	Teacher	
Classroom Teacher	Greg Nemec	Teacher	

Campus Performance Objectives Committee

Meeting Date: January 24, 2022

12:15 PM

Cuero High School Library

Committee Role	Name	Position	Signature
Administrator	Kimberly Fleener	Principal	
Parent	Laura Carnes	Parent	
Classroom Teacher	Paige Baros	Teacher	
Classroom Teacher	Amy Crain	Teacher	
Classroom Teacher	Michelle Stanford	Teacher	
Classroom Teacher	Denys McCarter	Teacher	
Classroom Teacher	Tifani Hilburn	Teacher	
Classroom Teacher	Amy Arlitt	Teacher	
Classroom Teacher	Olga Rojas	Teacher	
Non-classroom Professional	Gina Rico	Counselor	
District-level Professional	Jack Alvarez	Athletic Director	
Community Representative	Sarah Pena	Community Representative	
Classroom Teacher	Don Salm	Teacher	
Classroom Teacher	Greg Nemec	Teacher	
Grandparent	PAM HAWN	Librarian	PAM HAWN