

**Cuero Independent School District**  
**Hunt Elementary**  
**2021-2022 Campus Improvement Plan**

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



**Board Approval Date:** September 20, 2021  
**Public Presentation Date:** September 14, 2021

# Mission Statement

The Mission Statement of Cuero ISD is to empower all students to reach their potential and become responsible, respectful citizens by teaching an enriched curriculum using all available resources.

## Vision

Hunt Elementary encourages students to be confident, knowledgeable, responsible and productive citizens in a diverse, ever-changing world.

## Core Beliefs

At Hunt Elementary we Strive for Excellence! The core beliefs of Hunt Elementary are as follows:

All members of Hunt Elementary are expected to show respect, make good decisions, and solve problems.

We have Gobbler Pride in ourselves, our colleagues, our students, and our families!

We are professionals who are committed to helping children to be successful.

We have high academic expectations and accountability.

We communicate effectively and clearly.

We advocate on behalf of each child in our care to ensure their needs are met academically, physically, socially, and emotionally.

We continually strive to improve our performance through training, education, and commitment to our profession.

We believe EVERY child can learn.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hunt Elementary is a Title I Campus and proudly serves students 2nd through 5th grade in helping students acquire fundamental educational skills and concepts. The facility is six years old. Many of our teachers and staff members are proud Cuero residents who share in a deep-rooted tradition of educational excellence.

The 2017-2018 TAPR report indicated an enrollment at Hunt Elementary of 565 students (148 in Grade 2, 130 in Grade 3, 151 in Grade 4 and 136 in Grade 5) with 12% being African American, 52.9% Hispanic, 32.4% White, 0.2% Asian and 2.5% two or more races. Of these students, 77.3% were classified as at-risk, 5.7% as English Learners and approximately 12% of the student population receiving special education services.

The 2018-2019 TAPR report indicated an enrollment at Hunt Elementary of 545 students (131 in Grade 2, 142 in Grade 3, 129 in Grade 4 and 143 in Grade 5) with 11.6% being African American, 52.3% Hispanic, 33.2% White, 0.2% American Indian, 0.4% Asian and 2.4% two or more races. Of these students, 51.7% were classified as at-risk, 65.9% as Economically Disadvantaged, 5.5% as English Learners and 12.7% of the student population receiving special education services.

The 2019-2020 TAPR report indicated an enrollment at Hunt Elementary of 537 students (141 in Grade 2, 129 in Grade 3, 137 in Grade 4 and 130 in Grade 5) with 8.9% being African American, 54.6% Hispanic, 34.3% White, 0.2% American Indian, 0.4% Asian and 1.7% two or more races. Of these students, 49.7% were classified as at-risk, 69.6% as Economically Disadvantaged, 4.8% as English Learners and 17.5% of the student population receiving special education services.

Hunt is projected to house over 520 students in 2021-2022 with seven homeroom sections in grades 2-5. Hunt also has one full-time Resource Teacher, one Life Skills Teacher, one Fine Arts Teacher, one Reading Interventionist, one Math Interventionist, one Physical Education Teacher, one Counselor, one Assistant Principal, one Principal, one campus secretary, one LVN Nurse, and one paraprofessional per grade level. The current campus leadership has remained consistent from the previous school year. Hunt has 41 teachers, four of which are shared with other campuses and a part-time Instructional Coach. Hunt Elementary teachers are certified for the grade level and content and receive on-going professional development in their field. All Hunt Elementary students participate in core curricular instruction, Fine Arts (art and music), Physical Education and STREAM (Science, Technology, Reading, Engineering, Arts & Mathematics). The average class size is 18.2 students per teacher with a total enrollment expected to surpass 520 students. Hunt Elementary is a Title I campus. The traditional atmosphere of the community and emphasis on educating the "whole child" invites families to our schools.

### Demographics Strengths

Hunt Elementary has many strengths. Some of the most notable demographic strengths include:

1. Most students that start in Cuero schools graduate from Cuero High School because families are pleased with the schools within Cuero ISD. Students are honored for their achievements at a minimum of each six weeks.
2. Attendance incentives and recognition are given routinely.
3. Minimal to no students withdrew during 2020-2021 because they were unhappy with our campus.
4. Students at Hunt Elementary are very accepting of new students regardless of race or ethnicity or student abilities. Student diversity is abundant.
5. Student to Teacher ratio rates are optimal. Most homeroom classes have 20 students per teacher.
6. Students participate in STREAM classes weekly to foster 21st Century Learning and career pathways.

End of Year Survey Results indicate that staff has strong collaboration, purposeful professional development and a "family" culture/environment.

Staff noted that an "open-door" policy exists between staff and campus Admin and quality communication helps cultivate a supportive environment. The typically campus hosts many events such as Family Reading Night, Math Night, Fall Festival, Christmas Sing Along, Career Day, Ag Day, etc. that fosters positive school-home-community connections; however, these events were either canceled or virtual this past year due to COVID-19. Face-to-face parent/teacher conferences is a noted strength. Even though we were unable to meet face to face with every parent in 2020-2021 due to Strong Start Plan restrictions, we were still able to meet virtually or via telephone.

Students have incentives for positive behavior through campus PBIS, academic intervention/acceleration opportunities, a vast array of online programs to support core instruction and technology devices.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The percentage of economically disadvantaged students remains high, which is a significant concern for our school as research shows that students living at or near poverty face unique hardships for learning. **Root Cause:** Lack of education and opportunity for many families at or near the poverty level in rural areas. Lack of educational importance and value among and within many local families.

**Problem Statement 2 (Prioritized):** Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2021, Hunt has approximately 22% of the total student population receiving Special Education Services and approximately 14% of the total student population receiving 504 Services. **Root Cause:** Lack of early education within the home environment especially for many families at or near the poverty level. Over 70% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level.

# Student Achievement

## Student Achievement Summary

Students in grades 3-5 typically take the math and reading STAAR assessments; however, in 2020, the school closed in March due to COVID-19.

Additionally, students in grades 4 typically take the Writing STAAR and students in grade 5 typically take the Science STAAR. The preliminary percentages of students who met the state standard are as follows:

3rd grade Math 74% (2017) 81% (2018) 75% (2019) 60% (2021)

3rd grade Reading 64% (2017) 72% (2018) 72% (2019) 60% (2021)

4th grade Math 60% (2017) 79% (2018) 71% (2019) 55% (2021)

4th grade Reading 70% (2017) 70% (2018) 77% (2019) 63% (2021)

4th grade Writing 53% (2017) 44% (2018) 57% (2019) 62% (2021)

5th grade Math 81% (after second administration in 2017) 87% (after second administration in 2018) 88% (after second administration in 2019) 66%(2021)

5th grade Reading 77% (after second administration) 81% (after second administration in 2018) 84% (after second administration in 2019) 72% (2021)

5th grade Science 56% (2017) 65% (2018) 73% (2019) 60% (2021)

With the exception of Grade 4 Writing, all STAAR assessments were administered through an online platform for the first time. Students need more practice taking assessments in an online platform. The chromebooks did not get into the classrooms for student use until late April 2021. Although we are proud of the student progress in many of our subject/grade areas, we know there is much more work to be done. We strive for high achievement with distinctions; however, in comparing student groups, there are several concerns. White and Hispanic student groups scored consistently higher than African American students. Additionally, special education students and economically disadvantaged students also showed disparity in scores in grades 3-5. ELL scores are comparable to other student groups in grades 3-5.

Hunt achieved "Met Standard" rating for 2017-2018 in all four indexes of Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Additionally Hunt earned a "C" rating for 2018-2019, but is required to write a TIP plan due to being Targeted Improvement and Additional Support Needed. The campus also generated a Targeted Improvement Plan for 2020-2021 and will complete a TIP for 2021-2022.

Hunt Elementary would have received a rating of "C" for 2017-2018 had the campuses received a rating. Hunt Elementary will continue to have a "C" rating for 2020-2021 (no data due to school closure). 2021-2022 is "Not Rated."

## Student Achievement Strengths

Hunt Elementary has a population of hard-working students and committed staff members. Hunt is continually strengthening core instruction to help provide

high-quality lessons while providing opportunities to help close academic gaps through means of tutorials, STAAR Camps, and tiered intervention along with a grading policy that gives students a second chance to demonstrate learning. The campus is proud of many different student achievement strengths, including:

Earning a Distinction for top 25% Student Progress in 2016-2017

Meeting all of the State System Safeguards

A significant increase in STAAR scores in 5th Grade Reading, Math and Science scores each year up until COVID-19 pandemic.

A significant increase in Science STAAR Scores from 2017 to 2018 and again from 2018 to 2019. Science scores in 5th grade are the highest they've been in 7 years up until COVID-19 pandemic.

4th Grade Writing had an increase of 12% from 2018 to 2019 and another increase of 5% from 2019 to 2021.

4th Grade Reading and 5th Grade Math scores are the highest they've been in 7 years up until the COVID-19 pandemic.

Many data options are available and used for instructional decisions such as the re-implementation of routine data meetings and reflective tools.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 2019 STAAR data reveals that Special Education students score below all other student groups in reading and math. **Root Cause:** The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

**Problem Statement 2 (Prioritized):** Third grade Reading and Math scores, 4th grade Writing scores, and 4th grade math scores on 2019 STAAR fell below our targeted goal for the campus. **Root Cause:** Non-mastery of the math and reading standards can be documented as early as Kindergarten. Hunt has a part-time instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas; however, this individual's time is primarily spent teaching due to shortages. Vertical alignment opportunities are needed.

**Problem Statement 3 (Prioritized):** Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups. **Root Cause:** Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Approximately 70% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

# School Culture and Climate

## School Culture and Climate Summary

Near the completion of the 2020-2021 school year, district-wide surveys were available to teachers, staff, students and parents. Positives from the student survey include students enjoy going to school, feel safe at school, know and follow the school rules, feel recognized for doing well in school, enjoy school programs, feel teachers help when material is not understood, feel teachers respect them, feel teachers believe students can succeed, have worked individually as well as in small and whole groups, and their parents feel welcome at school (even though significantly limited due to COVID-19). Negatives from the student survey include feeling unsafe on the bus, dislike of cafeteria food and wanting more dress options. Teachers and staff indicated in their survey that teachers cooperate as teams for student success, instruction is differentiated, they are aware of how 504 students are to be educationally served, after school tutoring is available, school and facilities are adequately maintained, the campus is safe, staff communication is informative, an "open-door" policy exists with campus administration and the office staff is friendly. Teachers and staff noted that district communication can be improved. Parents are pleased with the facility, are informed about how their child is expected to behave, feel their child is safe at school, feel comfortable communicating with their child's teacher, feel welcomed at school, participate in conferences with their child's teacher and feel school is clean. Parents expressed concern about the cafeteria food being poor quality and small portion sizes and bus safety.

An analysis of discipline data revealed that office referrals have declined over the past few years. Referrals that are considered classroom management issues were addressed with a conference between the teacher and campus administration. The vast majority of the behavior infractions included Defiance, Classroom Disruptions and Physical Aggression. Males had the most referrals at approximately 68%. Hispanic students counted for approximately 52% of referrals, White students 24%, Black students 20% with the grade level breakdown as follows: 5th Grade=58%, 4th Grade=13%, 3rd Grade=15% and 2nd Grade=14.5%.

## School Culture and Climate Strengths

Teacher survey data and feedback indicated that teachers and staff feel Hunt Elementary is a positive campus to work. Campus committees and student incentive programs are continuing to improve campus morale, increase students and staff accountability and decrease student discipline issues. Teachers work collaboratively in teams and support school-wide events such as Meet the Teacher, Grandparent Breakfast, Family Math Night, Family Reading Night, Thanksgiving Luncheon, Holiday Programs, Fall Festival, Science Fair, Spelling Bee and other campus events. Many of these events were virtual or cancelled this past year due to COVID-19. Teachers note that Administrative presence in classes and adding several phones for staff access is helpful. Parent-Teacher conferences are encouraged and supported with coverage.

Student Involvement includes Student Council, Science Fair, Spelling Bee, Talent Show, Field Day, Clubs (Lego, Coding, Chess) and other school sponsored events. A strong sense of Gobbler Pride is evident among the student body. The campus leaders conference routinely with parents and students who are in danger of failing or who are demonstrating academic deficiencies.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. **Root Cause:** Staff not always consistently utilizing PBIS techniques and procedures. We have no one on campus currently that is dedicated to writing and implementing student behavior plans for Tier II and Tier



III.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Hunt Elementary experienced some expected turnover this past year. The stability at Hunt is instrumental in helping students make academic gains. The goal remains an average student to teacher ratio of 19:1 in the core areas although classes exceeded 20 students in 2020-2021. Staff depth of knowledge in content areas is increasing and professional development is encouraged. Cuero ISD participates in educational job fairs in attempt to recruit quality educators (Texas State, Texas A&M, University of Houston-Victoria, Region III ESC) and advertises on the district website, TASA, and local newspapers. The challenge to acquire and retain quality staff is due to varying reasons such as salary, housing, societal changes and other career interests.

Hunt Elementary teachers are certified in the area/grade level in which they teach. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2021 to earn comp days within the 2021-2022 school calendar. All Hunt Elementary teachers are matched with an instructional coach who helps guide and mentor them in attaining goals. Horizontal planning/PLC time was built within the master schedule weekly for professional development; however, the Superintendent removed these opportunities from the Master Schedule in 2020-2021. Collaboration and data analysis occurred after-school, which proved difficult as not all needed parties could consistently participate. In 2021-2022, PLCs are embedded in the Master Schedule either bi or tri-weekly. Teachers new to the teaching profession also receive mentoring through Region III ESC New Teacher Academies. Teachers are equipped with technological devices and support from within Cuero ISD. Campus Admin and Hospitality Committee host various morale building events throughout the school year to help staff feel appreciated and valued. The Superintendent hosts monthly meetings with teachers to share information and address concerns.

## Staff Quality, Recruitment, and Retention Strengths

Most staff members participated in local staff development opportunities prior to the 2021-2022 school year in instructional technology and other professional development related to their content area. Additionally, those new to the district had extensive training that helped orient them to the procedures and protocols of Cuero ISD.

Cuero ISD has team members attend job fairs at universities in Texas to recruit qualified applicants to the school district. Positions are also posted on the Cuero ISD website and TASA.

New teachers have mentors who assist as needed with daily school operations, lesson planning, and other school functions. All teachers have instructional coaching to help with curricular implementation, classroom management and student assessment data.

Hunt Elementary's staff quality, recruitment and retention strengths include:

100% of the Hunt Staff is certified

Teachers and staff have opportunities to participate in research-based applicable professional development as needed throughout the year.

Cuero ISD has a technology staff to help support needs including an instructional technologist that have helped the staff become more competent and effective with the use of technology in the classroom.

Each grade level is staffed with needed ESL teachers per grade level.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and pacing calendar.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Research supports keeping class sizes smaller to positively impact student learning and student engagement. **Root Cause:** Budget restraints and limited state funding do not always allow to increase personnel staff. Additionally, our facility is at capacity and no classrooms spaces are available.

**Problem Statement 2:** Lack of affordable housing opportunities within the community. **Root Cause:** Rural community lacks abundance of affordable housing.

**Problem Statement 3:** The challenges and demands of teaching are causing some to explore alternate career paths. **Root Cause:** Societal changes and family apathy for education create increased learning deficiencies among many. Additionally, the COVID pandemic is causing some to explore other career options.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum and instructional focus at Hunt Elementary is guided by grade level standards as required by the Texas Essential Knowledge and Skills (TEKS). TEKS Resource and pacing guides along with new ELAR adoptions are the primary components of our curriculum plan. Teachers use textbooks and other publisher and online resources in supplementing lessons. To ensure that teachers are focusing their instruction on readiness and supporting standards, and to ensure that any curriculum is being utilized to support state standards, the teachers will continue to submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking. The campus administration will conduct walkthroughs throughout the school year and share data with teachers so that adjustments can be made as needed. Additionally, Hunt teachers will use materials acquired through grants, Lead4ward, Region III, Fundamental 5 and other professional sources as we continue to reach the stands set for STAAR and the state accountability system. All classrooms will be evaluated using the T-TESS instrument.

Assessments (STAR, mClass, Reading Plus, iStation, core subjects--ELAR, Math, Science and Social Studies) are carefully analyzed as teams meet to establish strengths and needs. Cuero ISD promotes the 4C's of Learning: Communication, Collaboration, Creativity, and Critical Thinking and the Fundamental 5. Grade level teams meet in PLCs with support staff to align instruction in order to ensure students are taught the necessary skills and standards they need to be academically successful. Our campus Instructional Coach will help oversee instructional needs and alignment along with campus administrators.

## Curriculum, Instruction, and Assessment Strengths

Hunt Elementary has identified the following strengths for Curriculum, Instruction, and Assessment Strengths:

- Bi-Weekly PLCs to include grade level teams, administrators, RtI Teachers, Spec Ed Teachers
- The ability to interpret and use assessment data to help formulate instructional decisions through data meetings
- Assessments such as mClass and DRA administered at the beginning, middle and end of year for grade 2, and STAR is administered at beginning, middle and end of year for grades 2-5 and Reading Plus for grades 4-5, istation, and STAR for grades 2-5.
- DMAC analysis of core curricular assessments
- STAAR released data
- MTSS Services
- DMAC (assessment, benchmarks, data analysis)
- STEMSCOPES
- Think Up Math and Science (challenging, high rigor, STAAR prep)

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Lack of effectively targeting student needs based upon TEKS performance **Root Cause:** Teachers not always being reflective practitioners

# Parent and Community Engagement

## Parent and Community Engagement Summary

Hunt Elementary strives to create a warm, welcoming kid-friendly environment. The campus promotes a climate that fosters a partnership among school, parents and community. Campus events are communicated through letters, Remind 101, District Facebook, District Website, parent-teacher conferences, Blackboard Connect, parent-teacher conferences and the local newspaper. Parents and community members are encouraged to attend school functions and be an active member of the school family. This school year, unfortunately, school events may be limited, cancelled or virtual (when able) due to COVID-19.

According to the Community and Engagement surveys that were taken in the Spring of 2021, Hunt Elementary was rated high in all of the following categories: Safety, Special Programs, Behavior Expectations, Academic Progress/Performance, Communication, Facility Cleanliness/Maintenance, Fine Arts and Library Resources. Surveys indicate a desire for better food quality and portions through our cafeteria service.

Hunt Elementary typically hosts many events throughout the school year including Meet the Teacher, Grandparent Breakfast, Fall Festival, Thanksgiving Luncheon, Family Math Night, STAAR Nights, Homework/Classwork Support for Families, Magical Mondays, Coding Club, Family Reading Night, Book Fair, Talent Show, Field Day, Christmas Social, Spelling Bee, UIL Academic Contests, Career Day, STUCO events, 2nd Grade Transition/Welcome event, Western Art Show and many other activities. These events may be cancelled, limited or virtual due to COVID-19.

## Parent and Community Engagement Strengths

Hunt Elementary strengths include:

- Parent Teacher Organization (PTO) that supports student initiatives, field trips, and teacher incentives as well as hosting events open to the school community
- Cuero ISD Student Services Department assists with student basic needs
- HEB Adoption of Hunt Elementary
- DeWitt AgriLife and Master Gardener and Keep Cuero Beautiful Community Partners
- WATCH D.O.G.s

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents tend to be more supportive of non-academic events than academics and educational opportunities. **Root Cause:** Lack of education among parents about the importance of education.

# School Context and Organization

## School Context and Organization Summary

Parents, teachers, staff, and students at Hunt Elementary have a strong sense of tradition and pride in school success. Surveys indicate a perception of safety and a positive environment with a focus on academics and character building. Students are at the forefront of actions and decisions and learning is of utmost importance. When students do not learn, adjustments are made within the classroom instruction, the school context, and organization. Intervention services and sometimes further academic and/or behavioral testing is performed to help determine the best course of action. Teachers valued the planning time formerly built within their PLCs that is used for data analysis and instructional preparation. Surveys also indicate a safe environment with sufficient staff to monitor students before, during and after-school, procedural arrival and dismissal plans, PBIS implementation, WATCH Dogs, secure entrance with all remaining exterior doors locked, cameras at each entrance/exit and bullying awareness classes. Additionally, Hunt is promoting health with our CATCH curriculum and fresh fruit and vegetable program along with free breakfast and lunch daily.

Teachers and staff have some input in the formulation of the campus master schedule. Teachers expressed the need for the common planning time/PLCs. Designated MTSS/HB 4545 time is "built into" the master schedule to allow opportunities for student to receive regular services as needed.

## School Context and Organization Strengths

Hunt Elementary has the following school context and organizational strengths:

- Teachers are aware of best instructional practices and trained in Fundamental 5
- Teachers accommodate special student populations by individualized education plan implementation
- MTSS is utilized through a referral process sustained by team input
- Safety drills are performed routinely and efficiently
- School goals communicated
- School tenants of education are emphasized
- PBIS is consistently implemented throughout the campus

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Ineffective Curriculum Implementation **Root Cause:** Frequent absenteeism among personnel.

# Technology

## Technology Summary

Cuero ISD is on the cutting edge of instructional technology in helping to build 21st Century Learning. Under the district PowerUp Initiative, the infrastructure was built in enabling accessibility for student and staff digital learning. Classrooms are outfitted with an ipad per student in Grades 2 and a Chrome Book per student in Grades 3-5. Our district has a technology team for device support as well as instructional technologists to help our teachers make learning authentic, relevant, enriched, and applicable to our students. Our focus is on the 4Cs: Communication, Creativity, Critical Thinking, and Collaboration, Innovation, Research and Information Fluency, Problem Solving, Decision Making, Digital Citizenship, and Technology Operations and Concepts. Classrooms are also equipped with Displays and our students have access to a multitude of apps and online learning opportunities in enhancing instruction. Classrooms have interactive displays and educational programs such as iStation, Reading Plus and Stemscoopes in accelerating instruction.

## Technology Strengths

Technology strengths include:

- Digital accessibility (ipads, wireless connectivity, Displays, computer labs, laptops for each teacher)
- Tech support staff to assist with device assistance
- Instructional Technologists to assist with implementation and teacher training
- District and campus focus on 21st Century Learning
- Professional Development opportunities provided within the district and beyond

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Missed opportunities for technology implementation within lesson design **Root Cause:** Lack of teacher awareness or training on instructional technology implementation

**Problem Statement 2:** Continual connectivity issues or lack of service. **Root Cause:** Frequent Outages and issues with various platforms.

# Priority Problem Statements

**Problem Statement 1:** Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2021, Hunt has approximately 22% of the total student population receiving Special Education Services and approximately 14% of the total student population receiving 504 Services.

**Root Cause 1:** Lack of early education within the home environment especially for many families at or near the poverty level. Over 70% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Third grade Reading and Math scores, 4th grade Writing scores, and 4th grade math scores on 2019 STAAR fell below our targeted goal for the campus.

**Root Cause 2:** Non-mastery of the math and reading standards can be documented as early as Kindergarten. Hunt has a part-time instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas; however, this individual's time is primarily spent teaching due to shortages. Vertical alignment opportunities are needed.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups.

**Root Cause 3:** Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Approximately 70% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable.

**Root Cause 4:** Staff not always consistently utilizing PBIS techniques and procedures. We have no one on campus currently that is dedicated to writing and implementing student behavior plans for Tier II and Tier III.

**Problem Statement 4 Areas:** School Culture and Climate



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 2, 2021

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.





**Performance Objective 1:** A minimum of 80% of students will read at or above grade level.







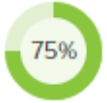





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAR Data Analysis, Reading Plus Data Analysis and Istation Data Analysis, DRA Data Analysis, mCLASS Data Analysis

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate and analyze data results from unit assessments, DRA, STAR Reading, Reading Plus, iStation and mClass to prioritize and address student need</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by data analysis as documented in PLCs. Impact is measured by: Unit assessment test scores, mClass scores, DRA scores, iStation, Reading Plus and STAR Reading/Reading Renaissance results</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Reading and Math Interventionists, Classroom Teachers, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> iStation, Reading Plus, Renaissance Reading - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize balanced literacy including phonemic awareness, word recognition, comprehension, paired reading, leveled guided reading, shared reading, and fluency. SW2(NCLB)</p> <p>Response to Intervention teacher to improve student achievement</p> <p>Supplemental Instruction in core subject areas; Utilize resources and technology programs to enhance, reinforce, and accelerate instruction in math, ELA, and science</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by walkthroughs and teacher evaluations. Impact is measured by: Unit assessment test scores, mClass scores, DRA results, STAR Reading results, iStation Reading results and Reading Plus results Teachers to complete Reflection Plan following each assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Reading Interventionist, District Librarian, Classroom Teachers, Part-Time Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A - Instructional Coach - \$60,000, - Title I, Part A - Supplemental Materials - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 50%</div> <div style="text-align: center;"> 50%</div> <div style="text-align: center;"> 75%</div> <div style="text-align: center;"></div> </div>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize incentives for meeting AR points goals</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by library circulation, students meeting goals each six weeks through AR monitoring system, and student incentive celebrations. Impact is measured by: AR test results and progress gained by students as depicted in STAR Reading, growth reports, and progress towards goal</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, librarian, Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 50%</div> <div style="text-align: center;"> 50%</div> <div style="text-align: center;"> 75%</div> <div style="text-align: center;"> 100%</div> </div>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				













**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 2:** A minimum of 60% of students in Grades 2-5 will score in the "Meets" range on cumulative six weeks Math Assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Six week math assessment data analysis, STAR Math Data Analysis, Istation Data Analysis

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor school-wide focus on math fact fluency and problem solving</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by Unit Assessment data, and weekly math fact checks. Impact is measured by student progress (grades, scores) and IStation Math results. Teachers to complete Reflection Plan following each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> iStation, Reflex - Title I, Part A - RTI - \$34,812, - Title I, Part A - Instructional Coach - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disaggregate and analyze data results from assessments, to prioritize and address student needs; utilize teacher resource room for data display</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by data display and teacher reflection/action plans. Impact is measured by: Unit assessment test and STAAR Math scores, STAR Math and Istation results.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist, Campus Administrators, Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 3:** Hunt Elementary students will have the opportunity to experience 21st Century Learning by teachers participating in Professional Development.

**HB3 Goal**

**Evaluation Data Sources:** Training/Workshop Certificates; Sign-In Sheets; PLC sharing

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement.</p> <p>Training include those through:</p> <ul style="list-style-type: none"> <li>TEKS Resource Training</li> <li>Lead4ward Acc 2021</li> <li>CISD Technology Department</li> <li>Reading Plus Training</li> <li>Math Training Region III ESC</li> <li>TEXES ESL 154 Academy</li> <li>CPR Training</li> <li>CPI Refresher Course</li> <li>GT Update</li> <li>Safety</li> <li>STAAR Data Analysis/PLCs for 3rd Grade Reading and Math, 4th Grade Reading and Math, and 5th Grade Reading, Math and Science (on-going throughout school year)</li> <li>Literacy and Math Vertical Alignment PLCs</li> <li>New Teacher Academy Participation through Region III ESC 2021-2022 (Jaehne, McEachern, Garcia)</li> <li>Lead4ward Accountability for Leaders at Region III ESC (Cerny)</li> <li>Legal Update with Jim Walsh (Cerny)</li> <li>LPAC Training at Region III ESC (Cerny, Arroyo)</li> <li>Texas Assessment Conference in Austin, TX (Cox)</li> <li>Lead4ward for Leaders (Cerny)</li> <li>Lead4ward Math</li> <li>Lead4ward ELAR</li> <li>Reading Academy (2-3 Teachers, Campus Admin, Resource Teachers)</li> <li>STEM Academy (Fuchs)</li> <li>STEM Professional Development (Nall, Fuchs, Kuck, Jaehne)</li> <li>Really Great Reading (All ELAR Teachers)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured through walk-through evaluations and assessment data analysis.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Impact is measured by student progress (scores, grades).

**Staff Responsible for Monitoring:** Reading and Math Interventionists, ELAR and Math/Science Instructional Coaches, Campus Administrators, Classroom Teachers

**Schoolwide and Targeted Assistance Title I Elements:**

2.4, 2.5, 2.6


**- TEA Priorities:**


Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools


**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** - Title II, Part A - PLCs - \$5,000, - Title II, Part A - Contracted Services - \$2,500, - Title II, Part A - Staff Development - \$8,284, - Title V, Part B - Contracted Services - \$2,500, - Title V, Part B - Staff Development - \$3,500

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.



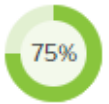





**Performance Objective 4:** Gifted and Talented Services will be improved due to increased consistency with Texas Performance Standards Project implementation.

**HB3 Goal**

**Evaluation Data Sources:** Participation in TPSP at campus, district and regional level.

Master Schedule, Student Attendance Logs; Increased program monitoring by campus and district administrators; Workshop/Training Certificates

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development opportunities for the GT Instructor based upon need.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by teacher participation in trainings/workshops geared to accelerate instruction and foster critical thinking. Impact is measured by assessment data, benchmark results and STAAR scores as well as participation in TPSP.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher and Campus Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Connect high school to career and college</li> <li>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</li> </ul>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











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

**Performance Objective 1:** Hunt Elementary will strive to attain 97% overall student attendance rate for 2021-2022.

**Evaluation Data Sources:** End of Year overall attendance rate

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews					
<p><b>Strategy 1:</b> Hunt Elementary students will have the opportunity to participate in attendance celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by attendance event/celebration documentation. Impact is measured by student attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Attendance Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative		
	Nov	Jan	Mar	June		
						
 No Progress				 Accomplished	 Continue/Modify	 Discontinue









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









**Performance Objective 2:** Discipline referrals will be kept to a minimum...not to exceed 60 referrals per six weeks.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Referral data analysis in Educator Handbook

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hunt Elementary will continue the implementation of PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by discipline referral data. Impact will be a decrease of behavioral infractions and more time spent on learning.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive incentives and Gobbler Dollars for demonstrating positive choices. Students may elect to spend Gobbler Dollars for incentives as outlined in Mega Menu.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by redeemed Gobbler Dollars and number of Spirit Monkey tags issues along with discipline referral data analysis. Impact will result in a more positive campus climate/environment and more time spent learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Staff, Campus Administrators PBIS Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				









Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement and utilize programs to address bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by documentation and lesson plans. Impact will be measured by the number of reported bullying incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	







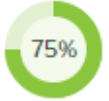





**Goal 2: Safe and Optimal Environment:** Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

**Performance Objective 3:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, HES will be 100% compliant by implementing the following strategies.

**Evaluation Data Sources:** These strategies have been identified as low priority strategies for this school year. An analysis of implementation, impact, and current data will be evaluated at the end of the year to determine any changes in priority status.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HES will follow board policy FFH (Local) Freedom from Discrimination, Harassment, and Retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations for dating violence, bullying, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Implementation will be measured by sign in sheets and faculty meeting discussions. 2. Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HES will follow board policy FFG (Exhibit) Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. All staff will receive access to an electronic copy of this policy at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by sign-in sheets at faculty discussion meetings. Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the campus registration process, HES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs.</p> <p>Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by meeting notes from summer planning sessions regarding registration. Impact will be measured by accurate registration process for new and returning students.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HES will provide students with age-appropriate information to prepare them for choices throughout high school and for college/technical courses, including college admissions, financial aid, grants and other scholarship opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by development of informational fliers and other promotional products for students and parents. Impact is measured by student applications for postsecondary pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Counselor. Others involved: Principals</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 4:** Hunt Elementary will execute safety procedures.

**Evaluation Data Sources:** Safety Drill logs; Safety Committee Meeting Minutes/Evaluations

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hunt Elementary will practice routine safety drills.</p> <p>Hunt Elementary will continue WATCH Dogs and PBIS school-wide expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Principal, Assistant Principal, Team Leaders, PBIS Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hunt Elementary will implement health and safety procedures as outlined in 2020-2021 CISD Strong Start Plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Nurse, PPE Designee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hunt Elementary will improve the safety and security of the campus main entrance.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by window and glass security film installation to increase emergency response time.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Committee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> School Safety and Security Grant (429) - State Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5: Health Initiatives for Students and Staff**

**Evaluation Data Sources:** Increased staff attendance due to less illness

**Summative Evaluation:** No progress made toward meeting Objective









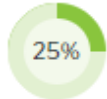
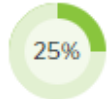

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Health and Wellness Awareness Activities (i.e., Hunting for Health Classes, Pink Out--Breast Cancer Awareness/Prevention)</p> <p>Fresh Fruit and Vegetable Program</p> <p>Health and Wellness Committee</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of Disinfecting and Safety Measures in Accordance with CISD Strong Start Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by confirmed COVID cases among staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> District COVID Team, Campus Administrators, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Parent/Family and Community Engagement: Cuero ISD will build positive relationships and collaboration among parents, community and staff.










**Performance Objective 1:** Teachers at HES will conduct parent teacher conferences at least once a year.

**Evaluation Data Sources:** Parent Participation in Events and End of Year Surveys

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers at HES will conduct face to face parent teacher conferences a minimum of one time per school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by sign-in sheets/attendance. Impact is measured by increased academic performance and decreased discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hunt Elementary PTO will host multiple events to involve parents (Family Math Night, Family Reading Night, STAAR Information Night, Holiday Social, Field Day, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by attendance/participation at events. Impact is measured by increased academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, PTO Officers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hunt Elementary will recruit and build our Parent Volunteer Program (WATCH DOGS)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by increased parent volunteers on camps. Impact is measured by decrease in discipline referrals and accidents.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hunt Elementary teachers will maintain a parent communication log outlining positive parent contacts.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by the number of recorded parent contacts listed on log and submitted each six weeks.</p> <p>Impact is measured by increased academic performance and decreased discipline referrals.</p> <p>Additional phones are needed so that teachers can better communicate with parents and families in a confidential manner.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by sign-in sheets indicating participation.</p> <p>Impact is measured by increased academic performance and decreased discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Student Service Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - Title I, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled with certified staff.

**Performance Objective 1:** Hunt Elementary School will fully implement and follow Cuero ISD's district policy for recruiting and retaining highly qualified staff.

**HB3 Goal**

**Evaluation Data Sources:** Teacher/Staff turnover rate during 2021-2022

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HES will participate in local job fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by number of active applications with current vacancies filled prior to contract deadline. Impact is measured by filling all vacancies with quality staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HES will assign instructional coaches/mentors to all teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by decreased turnover rate. Impact is measured by increased academic performance and filling all vacancies with quality staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators &amp; Campus Instructional Coaches</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				









**Goal 5:** Promote College and Career Readiness.

**Performance Objective 1:** Host a Career Day Event in which Local Businesses and Entities (Professional and Vocational) present to students about Careers and Career Choices.

**HB3 Goal**

**Evaluation Data Sources:** Surveys and Participation Rates

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus-Wide Career Day</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by Impact is measured by</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Career Day Committee</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p>- <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 5:** Promote College and Career Readiness.

**Performance Objective 2:** Student survey to indicate 60% (60% by 2030) or greater of students will attend College or Post-Secondary Education following Career Day.

**HB3 Goal**

**Evaluation Data Sources:** Student Survey results

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College shirt day (each Wednesday)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by promotion/advertising. Impact is measured by participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Hunt Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 100

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Hunt Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelli Cox	Math Interventionist	NaN

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

The 2021-2022 CNA was completed in May 2021. The findings are as follows:

### I. Demographics

Strengths: Small classes, Teachers mostly "in-tune" with students needs/home situations, many teachers, counselor and administrators routinely "mentor" at-risk students on campus; Student services supports for students

Needs: Increase of non-English speakers and need ways to help them; more resource teachers and classroom spaces

### II. Student Achievement

Strengths: Many pathways to access data; Instructional Coaching sessions

Needs: Increase authentic assessments; additional training on optimal testing environments; PLC/Data meetings (as we had in the past--Superintendent banned them this past school year)

### III. School Culture and Climate

Strengths: Frequent walkthroughs; consistent feedback on teaching abilities

Needs: Teachers to observe other teachers teaching

### IV. Staff Quality, Recruitment and Retention

Strengths: Great people!

Needs: PLCs within the school day (as had in previous years); professional development on small groupings; vertical planning meetings

### V. Curriculum, Instruction and Assessment

Strengths: Abundant programs and resources; Savaas curriculum; My Focus for MTSS; increase of phonics instruction; keyboarding program

Needs: Reading initiatives promoted through our library headed by our Library staff

### VI. Family and Community Engagement:

Strengths: Virtual Field Trips through CIS

Needs: Adult/student mentor program

## **VII. School Context and Organization**

Strengths: Administrators who listen to staff and truly care about the campus as a whole; incentives for attendance and positive energy; secretary, nurse, counselor and paraprofessionals are enthusiastic and flexible; well-managed school; maintenance staff; safety protocol implementation; classroom phones

Needs: None noted.

## **VIII. Technology**

Strengths: Abundance of technology available; helpful and quick tech staff; School dude--convenient

Needs: Beginning of Year Tech Safety seminar to help protect students from cyberbullying, scams and support overall online safety

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement plan was developed based upon data review/analysis, Comprehensive Needs Assessment, Campus Goal Setting and requirements as outlined in district policy. The stakeholders involved in this continual process include the CPOC, Team/Department Leaders, Teachers within PLCs, parents, community members and business representatives. The CPOC consists of the required member representation within the ratio outlined in CISD policy.

### **2.2: Regular monitoring and revision**

The CPOC meets quarterly at minimum to review the Campus Improvement Plan and complete the Formative and Summative evaluations. Goal progress is monitored and input is welcomed.

### **2.3: Available to parents and community in an understandable format and language**

Parents, Families and community members are able to partake in opportunities in receiving information (written and verbal) in English and Spanish.

### **2.4: Opportunities for all children to meet State standards**

Students have opportunities within and outside of the school day to acquire and practice academic skills. Our Library, Homework Lab and Computer Lab is open daily at 7:30-8:00 to offer assistance. We offer before and after-school tutorials throughout the year, UIL enrichment, Coding Club, Homework/Classwork/Reteach Night Classes as well as online accelerated instruction through iStation and Reading Plus that can be accessed from any location with Internet connectivity. Additionally, MTSS/HB 4545 is built within the Master Schedule for each classroom and we have a Learning Lab open daily for reteaching and extra support. Teachers also utilize a portion of recess for students to complete unfinished work or make up needed work as an option.

### **2.5: Increased learning time and well-rounded education**

Instructional Time is maximized within the school day. MTSS is built within the school schedule. We offer core classes, specialized classes, STREAM,

Technology, Music, Art, GT and PE.

## **2.6: Address needs of all students, particularly at-risk**

The campus principal meets with each parent of students who fail a core subject at the semester. All classroom teachers meet face-to-face with each parent following the first six weeks. This year it may be a virtual meeting due to COVID-19. Tutorial services (before and after school) are provided to help accelerate learning. We have campus interventionists and special education teachers to serve students in accordance with their learning needs and IEPs.

## **3.1: Develop and distribute Parent and Family Engagement Policy**

These are distributed at the face-to-face parent-teacher conferences following the first six weeks. Copies are also available at our Fall and Spring Title I meetings as well as accessible on the district website. Please see attached for the English and Spanish versions.

## **3.2: Offer flexible number of parent involvement meetings**

Meetings are conducted before school, during the school day, after school and in the evenings throughout the school year depending upon the nature and needs of the meeting. Many meetings this year may be virtual due to COVID-19.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Arroyo	Teacher	ELAR	1.0
Kelly Winkler	Reading Interventionist	RtI	1.0

# Campus Performance Objectives Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Charla Jones	2nd Grade Teacher
Classroom Teacher	Melissa Pakebusch	2nd Grade Teacher
Classroom Teacher	D'Nesha Rossett	3rd Grade Teacher
Classroom Teacher	Lisa Addison	4th Grade Teacher
Classroom Teacher	Christi Fuchs	STREAM Teacher
Classroom Teacher	Debra Mills	4th Grade Teacher
Classroom Teacher	Lindsey Kuck	5th Grade Teacher
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher
Classroom Teacher	Deborah DeClements	Special Education Resource Teacher
Classroom Teacher	Gretchen Bloebaum	Fine Arts Teacher
Classroom Teacher	Courtney Heaton	2nd Grade Teacher
Classroom Teacher	Jayne Fortanas	3rd Grade Teacher
Business Representative	Kayla Pickett	Business Representative
Community Representative	Debbie Baker	Community Representative
Administrator	Bridgette Cerny	Principal
Administrator	James McCarter	Assistant Principal
Parent	Shannon Reitz	Parent
District-level Professional	Mark Iacononelli	Assistant Superintendent of Business & Finance

# Campus Funding Summary

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	School Safety and Security Grant (429)		\$0.00
<b>Sub-Total</b>					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iStation, Reading Plus, Renaissance Reading		\$0.00
1	1	2		Instructional Coach	\$60,000.00
1	1	2		Supplemental Materials	\$70,000.00
1	2	1	iStation, Reflex	RTI	\$34,812.00
1	2	1		Instructional Coach	\$60,000.00
2	3	3			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$224,812.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		PLCs	\$5,000.00
1	3	1		Contracted Services	\$2,500.00
1	3	1		Staff Development	\$8,284.00
<b>Sub-Total</b>					\$15,784.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		Contracted Services	\$2,500.00
1	3	1		Staff Development	\$3,500.00

Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$6,000.00

# Addendums

# **Hunt Elementary School Parent and Family Engagement Plan**

1. The Hunt Elementary school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Continue small group reading assistance with community, family and parent volunteers
- Continue to host Grandparents Day Breakfast
- Continue to host Family Thanksgiving Feast
- Continue Annual Parent-Teacher Conferences
- Continue PTO Programs, Meetings and Special Events
- Continue Meet the Teacher Event
- Continue STAAR Meetings with Parents and Families
- Continue to assist with PTO Fundraisers
- Continue WATCH DOGS (Dads of Great Students) Mentoring Program
- Continue to foster a positive and parent-friendly family environment
- Publicize the program availability and offerings through multiple communication sources (newsletters, website, district Facebook, Blackboard Connect)
- Utilize bilingual employees in translating as needed to support communication for all

2. The Hunt Elementary school will take the following actions to involve parents and community in the joint development of its Campus-Level parent and family engagement plan:

- Parent and family members on CPOC
- Parent Teacher Organization
- Annual Parent/Family Conferences
- Parents and family members to serve as WATCH DOGS

3. The Hunt Elementary school will take the following actions to involve parents and family engagement in the process of school review and improvement:

- Annual Parent Surveys
- Parent Teacher Organization
- Student/Parent Orientations
- Parent/Family members on CPOC
- Annual Parent Conferences
- WATCH DOGS Program

4. The Hunt Elementary school will coordinate and integrate parental and family engagement strategies with parental and family engagement strategies under the following other programs:

- Campus Wellness Team
- Events with the Counselor
- DeWitt County Extension Agent – Texas A&M AgriLife Extension
- Gulf Bend Center
- MidCoast Family Services

- Communities in Schools

5. The Hunt Elementary school will take the following actions to conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parental and family engagement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents and families in parental and family engagement activities (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The campus will use the findings of the evaluation about its parental and family engagement policy and activities to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents and families), its parental and family engagement policy.

- Parent surveys created/generated by district; Disseminated by campus; Data and input received will be used to create parent and family engagement activities

6. The Hunt Elementary school will build school, parent and family capacity for strong parental and family engagement, in order to ensure effective involvement of parents/families and to support a partnership among the school involved, parents, families and the community to improve student academic achievement through the following activities described below:

A. The Hunt Elementary school will, with the assistance of the district, provide assistance to Parents and Families of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The program requirements of Title I, Part A
- How to monitor their child's progress, and how to work with educators
- Parent Conferences
- STAAR meetings
- Progress Reports/Report Cards
- STAAR Assessments
- State Parent Assessment Reports as received from TEA

B. The Hunt Elementary school will, with the district, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental and family engagement by:

- Meet the Teacher
- Parent/Teacher Conferences
- Events with the Counselor
- PTO Meetings
- STAAR/Amplify mClass Informational Meetings
- District & Campus Parenting Meetings; Activities in Literacy and Math
- Science Fair/Makers Fair
- Book Fair/Family Literacy Night
- Family Math/Science Night

- MTSS Services/504 Services/Special Education Services

C. The Hunt Elementary school will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents and families, and in how to implement and coordinate parent and family programs and build ties among parents, families and schools by:

- Staff Development
- Faculty Meetings
- Teacher Memos as necessary

D. The Hunt Elementary school will, to the extent feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with Head Start, CISD Family Center, and The Boys and Girls Club. The school will also conduct other activities, such as parent and family resources centers, which encourage and support parents and families in more fully participating in the education of their children by:

- Free Transportation
- Parent / Student Resources
- Child Care
- Free Breakfast and Lunch Services

E. The Hunt Elementary school will take the following actions to ensure that information related to the school and parent/family-programs, meetings, and other activities is disseminated to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Newsletters
- Blackboard Connect
- Social Media Networks – District Website, District Facebook
- Newspaper Articles
- Remind 101

7. The Hunt Elementary School will help maintain a Safe and Drug-Free School by:

- Active participation and implementation of safety measures by Campus Safety Committee consisting of staff, parents/family members, community members
- Red Ribbon Week Activities
- Anti-Bullying Programs
- Emergency Management Training for staff
- Routine emergency drill practice for the campus
- Provide time-out and restraint training necessary to comply with SB 1196
- Continue to evaluate and maintain campus security devices such as cameras, access control, fire alarms, visitor management systems, and portable radios.
- Utilize Raptor system to monitor entry and access to campus facilities
- Enforce campus procedures and expectations as outlined in PBIS matrix
- Continue WATCH DOGS Program



- Provide materials as needed to students, parents and families for prevention of drugs, alcohol, violence, physical or verbal aggression and bullying

8. The Hunt Elementary School will help promote College and Career Readiness by:

- Annual Career Day Event
- College Shirt (each Wednesday)
- College Memorabilia throughout campus
- Guest Speakers to visit campus throughout year promoting local careers within the community
- STREAM Class for all students

**NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated to school safety as a result of COVID 19.**

#### 9. ADOPTION

The Hunt Elementary School Parental and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the **Cuero Independent School District** on \_\_\_\_\_ and will be in effect for the period of July 1, 2021 to June 30, 2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2021.

\_\_\_\_\_  
*(Signature of Authorized Official)*

\_\_\_\_\_  
*(Date)*

**HUNT ELEMENTARY SCHOOL**  
**School/Parent & Family/Student Partnership Pledge**

The staff of Hunt Elementary School has formed a partnership with its students and their parents/guardians/families to facilitate student learning for improved student achievement and the attainment of the State's high academic standards.

**The Staff of Hunt Elementary pledge to:**

***Provide a safe and supportive environment for children to learn***

Utilize the Raptor Security System for school visitors; WATCH DOGS

***Provide high quality curriculum tied to the State's student performance standards***

***Provide qualified faculty and staff to ensure high-quality instruction and support***

***Strive to identify and address students' unique needs***

***Communicate regularly with parents on their student's progress and needs***

Blackboard Connect; Progress Reports; Report Cards; Annual Parent/Teacher Conferences;  
District Website and District Facebook; Remind 101; Newsletters

***Involve parents in decisions relating to the education of their children***

**Parents/Guardians/Families pledge to:**

***Provide a safe and supportive environment for children to grow and develop***

***Send students to school on time and prepared to learn***

***Encourage student learning by monitoring student's homework***

***Visit school often and participate in school activities including:***

Open House/Meet the Teacher, Parent-Teacher conferences, Events with the Counselor;  
Parent Teacher Organization, and other related activities

***Work closely with the classroom teacher(s) to ensure the success of their student***

***Adhere to school rules and provide direction to their student in same***

***Take a stand against alcohol and drug abuse***

**Students pledge to:**

***Be active participants in their own learning***

***Be responsible learners***

***Complete all classwork and homework***

***Follow school rules***

***Attend school regularly***

***Promote school safety***

***Not be a "Bully" and to treat others as you would want to be treated***

**Signatures:**

**Principal:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated to school safety as a result of COVID 19.**

# 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.

**Students 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.

**Students Who Are Close Contacts**

**From TEA**

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 met:

- 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