

Cuero Independent School District
Cuero High School
2023-2024 Campus Improvement Plan



Mission Statement

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

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

Vision

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

Value Statement

Committed to Excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

At the end of the 2022-2023 school year enrollment was at **613 students**. At the end of the 2021-22 school year, Cuero High School had an enrollment of **609 students** with a student population that was 1.92% ELs, 2.07% homeless, 54.29% economically disadvantaged, 25.3% at-risk, and 5.47% GT. For the 2021-2022 school year, one drop-out was recorded. CHS serves the GT population through advanced (honors/AP) classes and dual-credit/dual-enrollment classes through several different venues as well as offers the SWAS (School Within a School) program to at-risk students. At the end of the 22-23 school year, Cuero High School had an enrollment of **613 Students**.

At the start of the 2023-2024 school year our enrollment is 647 students.

CHS currently has a new Principal this year with one returning Assistant Principal and one AP that moved up from the Junior High. 23-24 reporting data shows 54 teachers (decrease from 22-23), 12 educational aides, and 5 administrative support. Current enrollment has increased to 650 students at CHS.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner. **Root Cause:** Junior High teacher turnover and lack of consistency in the reading & science curriculum in particular for grades 6-8.

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

Problem Statement 3: Students' writing skills overall are poor and lack academic vocabulary and other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, and for students at-risk of dropping out of high school. **Root Cause:** Pandemic learning gaps, withdrawal to home school without participation, and/or apathy.

Problem Statement 4: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibility of a student dropping out as well as the possibility that other students will be negatively impacted. **Root Cause:** Student disengagement and apathy, lack of support at home, teachers being unable to foster relationships with students.

Student Achievement

Student Achievement Summary

Accountability - CHS earned a "A" rating under the new accountability system for 2022-2023 and a "B" rating in 2021-2022 after receiving no rating in both 2019-20 and 2020-21 due to the pandemic.

STAAR/EOC Results - Students took STAAR end-of-course exams in Algebra I, Biology, English I, English II, and US History. Those who have previously been unsuccessful took any failed tests again. The Spring 2023 STAAR Performance results released by TEA shown below:

English Language Arts: 79 % (2023) and 68% (2022)

Math: 87 % (2023) and 78 (2022)

Science: 92 % (2023) and 94% (2022)

Social Studies: 99% (2023) and 91% (2022)

Overall campus performance: 86% of the campus approaches grade level compared to (76% district, 73% region, and 75% at state)

College & Career Readiness - 32 out of the 120 graduating seniors showed college readiness in both ELAR & Math. They showed this through either SAT scores, TSI, or a combination of both. 71 total students took the SAT. 42 of these students tested during the SAT school day offered at CHS. 70% of those testers met the reading college readiness standard and 23% met math college readiness standard. Only 21% met both the reading and math college readiness standards. CHS had 2 American Indian/Alaskan Native students that tested and scored above the overall average. Caucasian students also scored above the overall average, while Hispanic and African American students scored slightly below.

22 out of 128 graduating seniors showed college readiness in both ELAR & Math. They showed this through either SAT scores, TSI, or a combination of both. 56 total students took the SAT. 50 of these students tested during the SAT school day offered at CHS. 67% of those testers met the reading college readiness standard and 23% met the math college readiness standard. Only 21% met both the reading and math college readiness standards on the SAT.

TSI-

90 students tested in ELAR-24 students showed college readiness-

81 students tested in MATH- 30 students showed college readiness-

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: EOC assessment data for the previous three years indicates lower reading scores for Special Education students and students labeled economically disadvantaged compared to other student groups. **Root Cause:** Apathy and pandemic learning gaps. Students frequently withdraw to homeschool when academic pressures and discipline issues arise. Then they re-enroll and find the curriculum difficult to master given the learning gaps.

Problem Statement 2: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner. **Root Cause:** Junior High teacher turnover and lack of consistency in the science curriculum in particular for grades 6-8.

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

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

Problem Statement 5: Sporadic student attendance and poor attendance or withdrawing to homeschool have led to large gaps in understanding for students. **Root Cause:** Parents are often unable to help their student with technology needs and online "homeschool" is frequently not successful

Problem Statement 6: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibility of a student dropping out as well as the possibility that other students will be negatively impacted. **Root Cause:** Student disengagement and apathy, lack of support at home, teachers being unable to foster relationships with students.

Problem Statement 7: There is a continued need to embed EOC preparation intervention courses into the master schedule. **Root Cause:** Some students require greater assistance that only an in-person instructor can provide and/or student is unable to attend before or after school tutorials to get the help they need.

Problem Statement 8: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, and drugs containing deadly fentanyl, all of which are threats to student health, safety, behavior, and learning. **Root Cause:** Commercialization of vaping is erroneously seen as being a safer alternative to smoking, student peer pressure to vape even when they don't know what they are vaping, and lack of awareness of the long term health affects or immediate, or even life threatening, danger of using.

School Culture and Climate

School Culture and Climate Summary

Discipline -

Referrals at CHS during the **22-23 year totaled 1785 (433 less than the previous year)**

Referrals at CHS during **21-22 totaled 2218 referrals (136 more than the 20-21 year)**

Freshmen received the majority of the referrals from last year. Tardies were the largest infraction. Males received more referrals than females at more than 2 to 1.

The rest of the referrals were spread fairly evenly through various student behaviors such as classroom disruption, defiance, or skipping class. A huge concern this year continues to be vaping in general, especially vaping on campus, including the use of THC products in the vape pens and student destruction of vape detectors installed in restrooms as a preventative measure. A deterrent is needed to stop this epidemic. We began the year with a presentation to warn about the dangers of vaping & will continue with several other informational speakers throughout the year.

A comparison of referrals by teacher indicates that a small number of teachers generate the majority of referrals. In addition, a substantial portion of referrals are considered classroom management issues that best practice shows should be handled at the classroom level by the teacher. Teachers were provided with a rubric this year for reference so that the proper steps are taken prior to writing a referral, including parent contact in most cases.

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

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

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

School Culture and Climate Strengths

There is a general air of positivity on campus reported by many staff. They report they feel the year started off smoothly and they are excited about their work. We are a dedicated staff that are willing to take creative approaches to problems. The staff works hard to support our students and follow the student in their academic and extracurricular activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibility of a student dropping out as well as the possibility that other students will be negatively impacted. **Root Cause:** Student disengagement and apathy, lack of support at home, teachers being unable to foster relationships with students

Problem Statement 2: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, and drugs containing deadly fentanyl, all of which are threats to student health, safety, behavior, and learning. **Root Cause:** Glamorizing and commercialization of vaping being a safer alternative to smoking, student peer pressure to vape even when they don't know what they are vaping, and lack of awareness of the long term health affects or immediate, or even life threatening, danger of using.

Problem Statement 3: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures. **Root Cause:** Time constraints and lack of locally offered trainings

Problem Statement 4: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons. Students are unwilling to attend tutorials to get assistance. **Root Cause:** Teacher reluctance to call parents due to both time and past negative feedback.

Problem Statement 5: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school. **Root Cause:** Student services work between four campuses, so their resources can be stretched thin.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New staff to join campus this year include a first year teacher in Biology & a first year teacher in Social studies. Otherwise, we are staffed with experienced staff members. Other new staff include: Health science (med term), RLA, Math, and CTE staff.

CHS had an 85% retention rate of staff members for the 2021 - 2022 school year. Due to hiring a new AD/Head Football coach, some turnover was expected. There is a need for dual credit teachers who have at least 18 college hours in their field, especially in math. Principals actively recruit at university and other job fairs to find the best possible candidates for teaching positions. Some job fairs in 2022 - 2023 will be virtual making it difficult for principals in rural areas to compete with large, high-paying districts.

Staff Quality, Recruitment, and Retention Strengths

Staff that join the district are able to get support from their campus administrators and from the Assistant Superintendent of C&I. Many quickly adapt to Cuero culture and embrace the traditions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some teachers are not equipped with proper techniques or temperaments to handle classroom-level discipline and to model positive behavior supports for students. **Root Cause:** More uncertified and inexperienced, alternatively certified teachers are working in schools than ever before.

Problem Statement 2: CHS needs to continue to recruit and then retain staff equipped to challenge our highest achieving students in advanced classes. **Root Cause:** In many areas, only one staff member is able to teach these courses and teaches multiple preparations within the school day. If one or more would relocate or retire, our programs of study or college course selection would diminish or need to change drastically as compared to what students are used to and could affect program completion.

Problem Statement 3: Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve. **Root Cause:** Multiple preparations per school day per teacher; under-planning for the 45 minute class period; and time constraints.

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

Problem Statement 5: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time for planning or compensation for extra days worked (no increase in state support or funding of public schools)

Problem Statement 6: Regular and consistent communication among school leadership and between school leadership and teachers is needed to ensure an efficient and positive campus culture and climate. **Root Cause:** A high number of faculty/staff do not check their email and physical mailbox often enough; capacity building among department heads must also be built.

Problem Statement 7: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures. **Root Cause:** Time constraints and locally offered trainings

Problem Statement 8: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons. **Root Cause:** Teacher reluctance to call parents due to both time and past negative feedback.

Problem Statement 9: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus beyond truancy. **Root Cause:** A small percentage of teachers contact Student Services despite administration offering to be the liaison.

Problem Statement 10: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels. **Root Cause:** Teachers not routinely checking their email and physical mailboxes and not recording important events on the master calendar in a timely manner. New APs and counselors to the campus also makes for a new office dynamic.

Problem Statement 11: Identifying and offering coherent sequences (programs of study) and updating all 4-year plans so that students can be program completers which often require two period practicums and different courses taught year to year **Root Cause:** Students are unable to commit to career decisions at a young age coupled with master scheduling conflicts, especially when they switch programs.

Problem Statement 12: All core teachers are now required to be ESL certified. **Root Cause:** A small group of teachers are unwilling or unable to complete the required certifications and each year new hires, most of which do not have the ESL certification, must be trained and tested.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

There are common assessments in Math and common warm-ups/Exit tickets in Math classes.

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner. **Root Cause:** Junior High teacher turnover and lack of consistency in the science curriculum in particular for grades 6-8.

Problem Statement 3: Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve. **Root Cause:** Multiple preparations per school day per teacher; under-planning for the 45 minute class period; and time constraints.

Problem Statement 4: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

Problem Statement 5: CHS needs to continue to recruit and then retain staff equipped to challenge our highest achieving students in advanced classes. **Root Cause:** In many areas, only one staff member is able to teach these courses and teaches multiple preparations within the school day. If one or more would relocate or retire, our programs of study or college course selection would diminish or need to change drastically as compared to what students are used to and could affect program completion.

Problem Statement 6: There is a continued need to embed EOC preparation intervention courses into the master schedule. **Root Cause:** Some students require greater assistance

that only an in-person instructor can provide and/or student is unable to attend before or after school tutorials to get the help they need.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

The majority of students have supportive families at home that encourage them to do well in their academic and athletic pursuits at Cuero ISD.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons. **Root Cause:** Teacher reluctance to call parents due to both time and past negative feedback.

Problem Statement 2: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus. Truancy is now handled by 1 staff member for secondary. **Root Cause:** A small percentage of teachers contact Student Services despite administration offering to be the liaison.

Problem Statement 3: Anecdotal data from counselors, administrators, and staff indicate a lack of comprehensive knowledge on students' part about career opportunities and interests. The root cause is a lack of communication systems and processes for disseminating information to students and parents and for promoting college and career opportunities to all students. **Root Cause:** Students are not equipped to make these decisions and often feel overwhelmed with all the information.

Problem Statement 4: Frequently, when students face behavioral or academic challenges at school their parents withdraw them to "homeschool". The reality is that often do not participate in a meaningful homeschool curriculum. They are frequently just out of school lacking any program. Then, after 6 months or a year elapses, these same students want to return to campus and find themselves behind academically etc. **Root Cause:** Parents are not educated in the unique High school graduation requirements and/or feel that homeschool is equivalent to the programs offered here at CHS.

School Context and Organization

School Context and Organization Summary

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a continued need to embed EOC preparation intervention courses into the master schedule. **Root Cause:** Some students require greater assistance that only an in-person instructor can provide and/or student is unable to attend before or after school tutorials to get the help they need.

Problem Statement 2: Improve organization and procedures of the high school office. **Root Cause:** New counseling secretary and AP and testing coordinator added to the team for 23-24.

Problem Statement 3: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels. **Root Cause:** Teachers not routinely checking their email and physical mailboxes and not recording important events on the master calendar in a timely manner. New AP added to the campus also makes for a new office dynamic.

Problem Statement 4: Identifying and offering coherent sequences (programs of study) and updating all 4-year plans so that students can be program completers which often require two period practicums and different courses taught year to year **Root Cause:** Students are unable to commit to career decisions at a young age coupled with master scheduling conflicts, especially when they switch programs.

Problem Statement 5: Some teachers are not equipped with proper techniques or temperaments to handle classroom-level discipline and to model positive behavior supports for students. **Root Cause:** lack of teacher prep programs teaching valuable pre-service skills

Problem Statement 6: Students' writing skills overall are poor and lack academic vocabulary and other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, and for students at-risk of dropping out of high school. **Root Cause:** Writing across the curriculum has not been emphasized.

Problem Statement 7: Anecdotal data from counselors, administrators, and staff indicate a lack of comprehensive knowledge on students' part about career opportunities and interests. The root cause is a lack of communication systems and processes for disseminating information to students and parents and for promoting college and career opportunities to all students. **Root Cause:** Students are not equipped to make these decisions and often feel overwhelmed with all the information.

Problem Statement 8: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, and drugs containing deadly fentanyl, all of which are threats to student health, safety, behavior, and learning. **Root Cause:** Commercialization of vaping being a safer alternative to smoking, student peer pressure to vape even when they don't know what they are vaping, and lack of awareness of the long term health affects or immediate, or even life threatening, danger of using.

Problem Statement 9: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of

behavioral and academic struggles compound the possibility of a student dropping out as well as the possibility that other students will be negatively impacted. **Root Cause:** Student disengagement and apathy, lack of support at home, teachers being unable to foster relationships with students.

Problem Statement 10: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Root Cause: Time constraints and a lack of locally offered trainings

Technology

Technology Summary

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

Technology Strengths

As of 2021-22, all CHS students have been issued their own Chromebook which travels with the student throughout the school day, home, and back to school each day.

Problem Statements Identifying Technology Needs

Problem Statement 1: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

Problem Statement 2: Many students are not being responsible for their devices and coming to school with them fully charged. **Root Cause:** Parents are often unable to help their student with technology needs and some are not partners with the school in ensuring that their device is taken care of and brought to school charged and ready for learning needs.

Problem Statement 3: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures. **Root Cause:** Time constraints and a lack of locally offered trainings

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data








- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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







Evaluation Data Sources: EOC data, student grades (failure reports), PSAT/SAT data

Strategy 1 Details	Reviews			
Strategy 1: Maintain class size of a 24 to 1 average in the core areas Strategy's Expected Result/Impact: Improved student performance on EOCs Staff Responsible for Monitoring: Administrators/counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use the Teach Like a Champion as the basis of high impact instruction for all students Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Admin/Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Purchase the necessary scientifically researched based materials and supplies to help implement the curriculum at the highest level. Strategy's Expected Result/Impact: Allow students to have access to world class curriculum & instruction. Staff Responsible for Monitoring: Administrators/Department Heads	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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








Evaluation Data Sources: TEKS Resource System logins
Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate among departments and with the junior high to align curriculum. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. (Ex- Sadlier vocabulary, techniques for writing prompts, and Math problem solving skills) Staff Responsible for Monitoring: Administrators and teachers from campuses</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate to produce common assessments and then design common lesson plans. Strategy's Expected Result/Impact: Our Instructional coach works to create common assessments for math. Additionally common warm-ups for TSI prepared in Math classes at HS. Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments Staff Responsible for Monitoring: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement. In particular, GT students will be afforded the opportunity to pursue demonstration of their mastery of concepts in a variety of formats.








Evaluation Data Sources: Teach Like a Champion walk-thrus, Lesson plans, assessment scores

Strategy 1 Details	Reviews			
Strategy 1: Maintain class size of a 24 to 1 average in the core areas. Strategy's Expected Result/Impact: Impact is measured by improved student performance in smaller classes. Staff Responsible for Monitoring: teachers/administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Teach Like a Champion as the basis for high impact instruction for all students. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Edgenuity to help differentiate and individualize learning for students Strategy's Expected Result/Impact: Foundation for Math & Reading practice/remediation , EOC prep etc Staff Responsible for Monitoring: Administrators/teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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








Evaluation Data Sources: Increased performance on state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Planning days are built into the district calendar. Strategy's Expected Result/Impact: Common lesson plans and assessments. Staff Responsible for Monitoring: Administrators /teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations. Administrators should stay up to date on current trends in instructional practices, legal updates etc. Strategy's Expected Result/Impact: Staff will be able to implement the curriculum at the highest level. Staff Responsible for Monitoring: Administrators/Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate among departments to align curriculum. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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













Evaluation Data Sources: Unit Tests, STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Provide ELPS instruction for teachers. Strategy's Expected Result/Impact: Impact is measured by inclusion of ELPS strategies in classroom instruction. Staff Responsible for Monitoring: Administrators/Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize IXL/Edgenuity to help differentiate and individualize learning for students who are at-risk and/or making up credits. Strategy's Expected Result/Impact: Students will receive instruction in areas of weakness. Staff Responsible for Monitoring: Administrators/Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student population Strategy's Expected Result/Impact: Staff will be able to implement the curriculum at the highest level. Staff Responsible for Monitoring: Administrators/Teachers	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 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation

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









Evaluation Data Sources: Edu Hero, surveys, Discipline reports and bullying reports

Strategy 1 Details	Reviews			
Strategy 1: CHS will utilize Anonymous Alerts to report issues of bullying, suicide, assault Strategy's Expected Result/Impact: Increase student safety Staff Responsible for Monitoring: Administrators/LPC	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will go through a Freshman seminar to assist them in being successful in their high school career Strategy's Expected Result/Impact: Improve passing rates among freshman students Staff Responsible for Monitoring: Teachers, counselors, administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Staff will be trained to recognize and address safety issues Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Cuero ISD will employ 2 full time SROs one of which will be stationed at CHS and CJH Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Administrators, Cuero PD	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 21st century learning skills implementation

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






Evaluation Data Sources: Staff surveys

Strategy 1 Details	Reviews			
Strategy 1: CHS will conduct safety drills regularly and in accordance with TEA guidelines. Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Administrators, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CHS has a locked exterior door policy. Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Administrators, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: CHS will improve the safety and security of the campus main entrance by enhancing screening procedures and protocols as well as installing window and glass bullet resistant and bullet proof film to increase emergency response time.




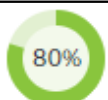




Evaluation Data Sources: Safety audit checks

Strategy 1 Details	Reviews			
Strategy 1: Train new staff on Raptor, visitor policies etc Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Teachers, Counselors, Paraprofessionals and administrators	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 and Community Involvement: Cuero ISD will build positive relationships and collaborative among parents, community and staff

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





Evaluation Data Sources: weekly emails via blackboard
 Web posts
 News releases

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents, including any failures at the 3 or 6 week mark. Strategy's Expected Result/Impact: Improved parent communication Staff Responsible for Monitoring: Teachers/Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS seeks to hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up, Band Concerts, Choir Concerts, Art Exhibits, and Athletic Events Strategy's Expected Result/Impact: Improve parental-school partnership Staff Responsible for Monitoring: Teachers, Sponsors, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Cuero ISD Student Services Department & Truancy Officer for home visits/assist with parent contact. Strategy's Expected Result/Impact: Improve student attendance and academic outcomes Staff Responsible for Monitoring: Student Services, Counselors, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for parent involvement and training. Example: Parental Involvement Conference Strategy's Expected Result/Impact: Improve parental-school partnership Staff Responsible for Monitoring: Student Services, Counselors, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Hiring practices and implementation of TIA program

Strategy 1 Details	Reviews			
Strategy 1: Administrators will attend university job fairs to recruit the best candidates for teaching positions Strategy's Expected Result/Impact: Recruit highly qualified staff Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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 4: Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled by highly qualified teachers and staff.






Performance Objective 2: Visit regional and collegiate job fairs

Evaluation Data Sources: Qualified staff applying with the district

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 1: Cuero ISD will continue to strive to get 100% of students CCMR/industry certified









Evaluation Data Sources: PEIMS reports (last year figure was slightly over 90%)

Strategy 1 Details	Reviews			
Strategy 1: Staff will be trained to industry standards for the certifications they will help students achieve.	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 5: Promote and increase College and Career Readiness.

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

Evaluation Data Sources: Student feedback

Strategy 1 Details	Reviews			
Strategy 1: CHS will schedule visits from college/trade school recruiters Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CHS will host a college and career fair Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: CHS students will take the ASVAB career inventory test Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: CHS will schedule two nights to assist parents and students with the completion of the FAFSA for post secondary financial aid Strategy's Expected Result/Impact: Improve student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administrators	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 5: Promote and increase College and Career Readiness.

Performance Objective 3: Provide opportunities for Gifted and Talented students to pursue academically rigorous curriculum and learning opportunities

Evaluation Data Sources: Lesson plans, student survey feedback

State Compensatory

Budget for Cuero High School

Total SCE Funds:

Total FTEs Funded by SCE: 3.43

Brief Description of SCE Services and/or Programs

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Personnel for Cuero High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Arlitt	Teacher	0.29
Greg Nemec	SWAS CTE teacher	0.14
Kelly Phelps	Truancy Officer	1
Marie Rangnow	Teacher	1
Susan Edwards	Teacher	1