

# **Cuero Independent School District**

## **District Improvement Plan**

### **2023-2024**



**Board Approval Date:** October 23, 2023  
**Public Presentation Date:** October 11, 2023

# Mission Statement

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

## Vision

Cuero ISD is committed to providing educational opportunities for all our students to equip them to become lifelong learners and productive citizens.

Cuero ISD emphasizes the 21st Century 4Cs – critical thinking, communication, collaboration, and creativity.

## District Motto

"Committed to Excellence"

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# Comprehensive Needs Assessment

Revised/Approved: July 11, 2023

## Demographics

### Demographics Summary

### Demographics Summary

### Ethnic Distribution

<b>Ethnic Distribution:</b>		
African American	169	8.72%
Hispanic	985	50.85%
White	725	37.43%
American Indian	0	0%
Asian	11	0.57%
Pacific Islander	0	0%
Two or More Races	47	2.43%
Sex:		
Female	906	46.77%
Male	1,031	53.23%
Economically Disadvantaged	1,248	64.43%
Non-Educationally Disadvantaged	689	35.57%
Section 504 Students	235	12.13%
English Learners (EL)	73	3.77%
Students w/ Dyslexia	130	6.71%
Foster Care	13	0.67%

<b>Ethnic Distribution:</b>		
Homeless	95	4.9%
Immigrant	4	0.21%
Migrant	0	0.0%
Title I	1,296	66.91%
Military Connected	20	1.03%
At-Risk	1,029	53.12%
<b>Students by Instructional Program:</b>		
Bilingual/ESL Education	70	3.61%
Career & Technical Education	663	59.2%
Career & Technical Education (9-12 grades only)	468	73.4%
Gifted & Talented Education	98	5.06%
Special Education	357	18.43%

Students with Disabilities by Type of Primary Disability

<b>Total Students with Disabilities</b>	<b>307</b>	<b>100%</b>
<b>Students with Learning Disabilities</b>	<b>143</b>	<b>46.6%</b>
Students with Intellectual Disabilities	41	13.4%
Students with Physical Disabilities	62	20.2%
Students with Autism	31	10.1%
Students with Behavioral Disabilities	22	7.2%
Students with Non-Categorical Early Childhood	8	2.6%

<b>Class Size Averages by Grade and Subject (Derived from teacher responsibility records in 2021-2022):</b>	
<b>Region 3 ESC will have 2022-2023 ready in November 2023</b>	
Elementary:	
Kindergarten	18.7
Grade 1	22.3
Grade 2	17.3

<b>Class Size Averages by Grade and Subject (Derived from teacher responsibility records in 2021-2022):</b>		
<b>Region 3 ESC will have 2022-2023 ready in November 2023</b>		
Grade 3		16.4
Grade 4		17.6
Grade 5		16.0
Grade 6		16.1
Secondary:		
English/Language Arts		13.1
Foreign Languages		18.1
Mathematics		14.0
Science		15.2
Social Studies		15.8
<b>Total Staff</b>	<b>361</b>	<b>100.0%</b>
Professional Staff:	202	56%
Teachers	159	44%
Professional Support	29	8%
Campus Administration (School Leadership)	7	2%
Central Administration	7	2%
Educational Aides:	47	13%
Auxiliary Staff:	103	28.5%
Librarians & Counselors (Headcount):		
Librarians	0.0	n/a
Full-time	0.0	n/a
Part-time	0.0	n/a
Counselors		
Full-time	6	1.7%
Part-time	0	n/a
Total Minority Staff:	119	33%
Teachers by Ethnicity and Sex:		

<b>Total Staff</b>	<b>361</b>	<b>100.0%</b>
African American	1	0.6%
Hispanic	21	13.2%
White	136	85.5%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	1	0.6%
Males	34	21.4%
Females	125	78.6%
Teachers by Highest Degree Held:		
No Degree	1	0.6%
Bachelors	124	78.0%
Masters	33	20.8%
Doctorate	1	0.6%
Teachers by Years of Experience:		
Beginning Teachers	14	8.8%
1-5 Years Experience	32	20.1%
6-10 Years Experience	30.5	19.2%
11-20 Years Experience	38	23.9%
Over 20 Years Experience	44.6	28%
Number of Students per Teacher	12.17	n/a
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.8	
Average Years Experience of Principals with District	5.8	
Average Years Experience of Assistant Principals	3.0	

<b>Experience of Campus Leadership:</b>	
Average Years Experience of Assistant Principals with District	2.8
Average Years Experience of Teachers:	12.4
Average Years Experience of Teachers with District:	6.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$40,875
1-5 Years Experience	\$43,902
6-10 Years Experience	\$48,762
11-20 Years Experience	\$55,443
Over 20 Years Experience	\$60,223
Average Actual Salaries (regular duties only):	
Teachers	\$54,101
Professional Support	\$60,129
Campus Administration (School Leadership)	\$79,757
Central Administration	\$94,436
Instructional Staff Percent:	62.4%
Turnover Rate for Teachers:	20.6%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	0.0
Educational Aides	0.0
Auxiliary Staff	2.0

### Demographics Strengths

Cuero ISD is comprised of a diverse student population. Class sizes are small compared to the state class size averages and campuses attempt to adhere to the 20:1 ration in core



classes whenever possible. The 2021-2022 4-year graduation rate was 98.5%. Dropout rate 1.5% (2 students). "Gobbler Pride" is everywhere, in the school district and throughout the entire community.

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

**Problem Statement 1 (Prioritized):** 64.43 % of students are identified as economically disadvantaged which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning. **Root Cause:** Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

# Student Achievement

## Student Achievement Summary

Texas Education Agency

### 2021 Accountability Ratings Overall Summary CUERO ISD (062901)

#### Accountability Data Summary

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	43
College, Career and Military Readiness	91
Graduation Rate	100
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 59.3%)	67
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	33%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	99%

#### Distinction Designations

Distinction designations were not awarded in 2021.

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,143	961	273	433	285	3,095	
Approaches GL or Above	794	658	178	318	241	2,189	71%
Meets GL or Above	511	340	95	185	151	1,282	41%
Masters GL	189	147	27	68	94	525	17%
Total Percentage Points							129%
<b>Component Score</b>							<b>43</b>

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	71%	58%	66%	79%	100%	75%	100%	74%	61%	56%	65%	32%	75%	72%	68%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	41%	27%	34%	54%	75%	58%	100%	56%	29%	23%	29%	16%	35%	42%	41%
At Masters GL Standard	17%	8%	12%	25%	75%	42%	0%	25%	10%	7%	12%	6%	15%	16%	19%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,189	165	1,050	918	4	9	1	42	1,093	67	98	147	36	1,609	580
At Meets GL Standard or Above	1,282	78	531	630	3	7	1	32	524	27	44	75	17	933	349
At Masters GL Standard	525	24	185	294	3	5	0	14	175	8	18	28	7	366	159
Total Tests	3,095	286	1,579	1,156	4	12	1	57	1,780	119	151	460	48	2,247	848
<b>Participation</b>															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	100%	99%
% participation 2020-21	99%	99%	99%	99%	100%	100%	100%	100%	99%	98%	99%	99%	100%	99%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	74%	65%	71%	81%	100%	67%	-	76%	67%	58%	63%	38%	68%	75%	72%
At Meets GL Standard or Above	50%	35%	44%	60%	100%	50%	-	68%	39%	33%	30%	20%	21%	51%	47%
At Masters GL Standard	20%	9%	18%	26%	100%	33%	-	20%	15%	15%	116%	6%	5%	21%	189

**Mathematics**

**Percent of Tests**

At Approaches GL Standard or Above	73%	62%	69%	81%	100%	80%	-	74%	64%	71%	75%	33%	75%	74%	70%
At Meets GL Standard or Above	40%	28%	32%	51%	100%	60%	-	47%	31%	29%	31%	18%	13%	40%	39%
At Masters GL Standard	16%	4%	12%	22%	100%	60%	-	21%	9%	14%	13%	7%	0%	15%	17%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled

**Science**

**Percent of Tests**

At Approaches GL Standard or Above	81%	68%	78%	86%	-	100%	-	90%	72%	81%	85%	49%	75%	83%	76%
At Meets GL Standard or Above	47%	34%	342%	55%	-	100%	-	50%	37%	25%	25%	22%	36%	50%	41%
At Masters GL Standard	18%	8%	13%	26%	-	100%	-	0%	10%	6%	5%	13%	13%	17%	18%

**Social Studies**

**Percent of Tests**

At Approaches GL Standard or Above	80%	60%	77%	88%	-	100%		80%	69%	85%	88%	37%	67%	79%	81%
At Meets GL Standard or Above	55%	43%	46%	70%	-	100%		50%	44%	15%	19%	22%	67%	55%	56%
At Masters GL Standard	30%	13%	23%	44%	-	100%		30%	21%	6%	6%	7%	0%	30%	31%

## College and Career Readiness

	Annual Graduates	
	Count Credit	Percent
Total graduates	148	
Total credit for CCMR criteria	136	92%

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	42	28%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	62	42%
Met TSI assessment criteria	58	39%
Met ACT criteria	4	3%
Met SAT criteria	25	17%
Earned credit for a college prep course	6	4%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	50	34%
Met TSI assessment criteria	43	30%
Met ACT criteria	13	9%
Met SAT criteria	24	17%
Earned credit for a college prep course	14	10%
AP/IB Examination		

	Annual Graduates	
	Count Credit	Percent
Met criterion score on an AP/IB exam in any subject	12	8%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	26	18%
Industry-Based Certifications		
Earned an industry-based certification from approved list	125	85%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	25	17%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	2	1%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	4	3%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

-	<b>Indicates there are no students in the group.</b>
*	Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Released August 2021	TEA   Governance and Accountability   Performance Reporting	
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% at Meets GL Standard or Above	53%	33%	40%	73%	-	100%	100%	33%	40%	17%	36%	32%	100%	53%	54%	
% at Masters GL Standard	33%	10%	21%	53%	-	50%	100%	33%	22%	0%	19%	19%	100%	33%	34%	

### 2021 and 2022 STAAR and STAAR EOC Result Comparisons

### 2021 and 2022 STAAR Reading Comparisons

Grade	Year	Approaches	Meets	Masters
3	2021	70%	25%	12%
	<b>2022</b>	<b>73% +3</b>	<b>44% +19</b>	<b>23% +11</b>
4	2021	63%	31%	15%
	<b>2022</b>	<b>70% +7</b>	<b>42% +11</b>	<b>21% +6</b>
5	2021	67%	40%	25%
	<b>2022</b>	<b>81% +14</b>	<b>62% +22</b>	<b>42% +17</b>
6	2021	51%	23%	8%
	<b>2022</b>	<b>67% +16</b>	<b>41% +18</b>	<b>26% +16</b>
7	2021	74%	43%	23%
	<b>2022</b>	<b>72% -2</b>	<b>42% -1</b>	<b>23%</b>
8	2021	86%	62%	24%
	<b>2022</b>	<b>89% +3</b>	<b>58% -4</b>	<b>34% +10</b>

### 2021 and 2022 STAAR Math Comparisons - Math

Grade	Year	Approaches	Meets	Masters
3	2021	60%	28%	14%
	<b>2022</b>	<b>68% +8</b>	<b>35% +7</b>	<b>15% +1</b>
4	2021	55%	22%	12%
	<b>2022</b>	<b>57% +2</b>	<b>28% +6</b>	<b>14% +2</b>
5	2021	66%	32%	19%

Grade		Approaches	Meets	Masters
	<b>2022</b>	<b>76% +10</b>	<b>36% +4</b>	<b>23% +4%</b>
6	2021	58%	14%	2%
	<b>2022</b>	<b>72% +14%</b>	<b>33 +19</b>	<b>8% +6</b>
7	2021	61%	25%	10%
	<b>2022</b>	<b>55% -6%</b>	<b>25%</b>	<b>9% -1</b>
8	2021	85%	61%	15%
	<b>2022</b>	<b>87% +2</b>	<b>67% +6</b>	<b>17% +2</b>

### 2021 and 2022 5<sup>th</sup> and 8<sup>th</sup> STAAR Science Comparisons

Grade		Approaches	Meets	Masters
5	2021	60%	30%	14%
	<b>2022</b>	<b>76% +16</b>	<b>40% +10</b>	<b>19% +5</b>
8	2021	73%	39%	15%
	<b>2022</b>	<b>67% -6</b>	<b>25% -14</b>	<b>11% -4</b>

### 2021 and 2022 STAAR EOC Comparisons

Subject		Approaches	Meets	Masters
Algebra 1	2021	76%	33%	12%
	<b>2022</b>	<b>78% +2</b>	<b>37% +4</b>	<b>11% -1</b>
Biology	2021	93%	69%	19%
	<b>2021</b>	<b>94% +1</b>	<b>69%</b>	<b>20% +1</b>
English I	2019	70%	57%	11%
	<b>2022</b>	<b>67% -3</b>	<b>53% -4</b>	<b>5% -6</b>
English II	2021	69%	59%	13%
	<b>2021</b>	<b>70 % +1</b>	<b>54 % -5</b>	<b>6% -7</b>
US History	2021	93%	71%	52%
	<b>2021</b>	<b>91% -2</b>	<b>73% +2</b>	<b>36% -16</b>

Cuero ISD's 2022 accountability rating was an A with an overall score of 90. In the student achievement section, STAAR performance exceeded the component score by more than 32 points. College, career, and military readiness came in at a scaled score of 98 compared to the component score of 92. Cuero ISD's graduation rate was 100%.

School progress ratings were also at an A in the 93 percentile. Academic growth overall was a B coming in at 80, while relative performance came in at an A with a scaled score of 93. Cuero ISD was the largest district in the region to receive an A rating.

2023 Score Reports have been delayed until the beginning of November 2023 while TEA recalculates.

### Student Achievement Strengths

Grades 3, 4, 5, 6, and 8 showed an increase in percentage of students at the Approaches, Meets and Masters level in Reading; Grades 3, 4, 5, 6, and 8 showed an increase in percentage of students at the Approaches, Meets, and Masters level in Math; Grade 5 showed an increase in percentage of students at the Approaches, Meets, and Masters level.

At the High School Level, Algebra 1 showed a 4% increase at the Meets level. Biology showed a 1% increase at the Masters level. US History showed a 2% increase at the Meets level. CCMR credit was 92%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** 89% of students enter 2nd grade below grade level in Reading. **Root Cause:** Inconsistent implementation of RLA TEKS across grade levels; need to increase students' phonics and early reading proficiency in grades K-1.

**Problem Statement 2 (Prioritized):** 2022 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, science, and social studies. **Root Cause:** Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

**Problem Statement 3:** 73% approached GL, 40% met GL, and 16% mastered GL in mathematics. **Root Cause:** Lack of foundational skills and problem solving.

# District Culture and Climate

## District Culture and Climate Summary

The culture in Cuero ISD is positive. Parents, students, teachers and staff surveys conducted indicate the following:

Student Survey indicated that students know the school rules, work individually, in small groups, and in whole-class instruction. Their teachers believe they can succeed and provide help when they do not understand material. Students enjoy school programs (academic, athletic, and extracurricular), and feel safe at school.

The parent survey results indicated that parents are pleased with the condition of their child's school, pleased with library resources, feel their child is prepared for the next grade level, feel their child is safe at school, feel welcome at school and know how to access district and campus websites.

Teacher and staff surveys indicated that they felt the school was safe and adequately maintained, that teachers work collaboratively, staff development opportunities are varied and available, and teachers and staff share in campus accountability.

## District Culture and Climate Strengths

Cuero ISD provides a safe school environment where students feel valued, safe, and well educated.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Surveys indicated a need to improve communication between school and home to include information about homework, expedient notification regarding academic and behavioral issues, and information regarding special programs on campuses including discipline implementation. **Root Cause:** Communication between school and home varied among campuses.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Cuero ISD is proactive in the recruitment and retention of qualified staff. Principals recruited at numerous job fairs including The University of Texas, The University of Houston-Victoria, Texas State University, and ESC 3 in Victoria (online in 2022-2023). Job openings were advertised in The Cuero Record, The Victoria Advocate, The Thrifty Nickel, and on the Cuero ISD, TASA, and TASSP websites. Paraprofessional staff also meets highly qualified standards. Professional development is a priority and is made available for employees, who are eligible to earn comp days in the next year's calendar when completed in the summer.

### Staff Quality, Recruitment, and Retention Strengths

Cuero ISD's goal is always to have a 100% highly qualified staff, and only when there are no applicants available are the positions filled with those who are finishing training to become HQ. Opportunities for qualify staff development as well as stipends for foreign language, math, science, and special education are in place.

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

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

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

**Problem Statement 1:** Not all core teachers are ESL certified. **Root Cause:** Trainings provided; lagging in taking and passing the ESL Supplemental Exam.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The TEKS Resource System is the curriculum alignment system for Cuero ISD. The Year at a Glance (YAG) and the Vertical Alignment Document (VAD) are used as road maps for the four core content areas of instruction. Fundamental 5 practices of framing the lesson, working in the power zone, frequent small group purposeful talk about the learning (turn and talk), recognize and reinforce, and writing critically are practices for highly effective instruction. New for 2023-2024 is Teach Like a Champion (TLaC) which works hand in hand with Fundamental 5. Newly adopted Fountas & Pinnell for K-1 RLA and Pearson for grades 2-8 in RLA will be used in addition to supplemental resources for RLA instruction this school year with emphasis on improving reading and writing. John C. French supplemental materials purchased so far include: Amplify, Istation, Really Great Reading, and Renaissance. Hunt supplements with: Really Great Reading, Renaissance/AR, Accelerate Learning/STEMSCOPES in math/science, and Curriculum Associates/Think Up in math/RLA/science. CJH supplements instruction with: Capturing Kids Hearts in 6th grade, GF Educators in 8th grade RLA, IXL in math/RLA/science, Legends of Learning, Lowman in 7th Social Studies, Kesler science, and Renaissance/AR. CHS supplements with Edgenuity for core classes, credit recovery, and SWAS.

## Curriculum, Instruction, and Assessment Strengths

TEKS Resource System for alignment - grade level/subject meetings held between teachers and campus principals to discuss lesson planning and data. PLCs are held at the campuses.

Fountas & Pinnell for K-1 ELAR and Pearson Saavas for 2-8th grade RLA.

Access to DMAC for data disaggregation of benchmarking results to inform instruction.

The use of apps for the iPad, software programs such as Istation (reading and math), STEMSCOPES, Accelerated Reading and Math, Star Reading and Math, and Edgenuity provide teachers with many resources to meet the instructional needs of our students.

STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) Lab for students at Hunt Elementary.

Innovations to Literacy Grant, 1.2 million grant, provides many new books and resources for all of the campus libraries and provides for "Magical Monday" activities on Monday evenings at all libraries.

ESSER I, II, and III funds available; TCLAS Grant awarded.

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

**Problem Statement 1:** STAAR data indicate a need for improvement in RLA. **Root Cause:** Need for consistent phonics and early reading instruction.

**Problem Statement 2:** STAAR data indicate a need for improvement in math achievement. **Root Cause:** Lack of foundational and problem solving skills.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Cuero ISD provides multiple opportunities for parent and family engagement/involvement in our schools and in their child's education. Activities and opportunities for involvement are publicized through campus newsletters, letters sent home, district and campus websites, district Facebook, and in newspaper articles.

Parents and community members participate in the District and Campus site-based planning committees. Most of the campuses have an active Parent-Teacher organization which supports the campus in numerous ways.

Parents of pre-school age children have the opportunity to participate in early learning activities on Wednesdays at the Gobbler Getaway. Activities are provided by Student Services.

## Parent and Community Engagement Strengths

Parent surveys indicated that parents feel welcome at the Cuero ISD campuses and also feel that the schools provides a safe learning environment for their children.

Many parents support both student athletic activities and academic programs. Booster clubs at the secondary level and Parent/Teacher organizations at the elementary schools are active at the campuses. Parents are invited to and participate in the Title I meetings on the Title I campuses (French, Hunt, and Jr. High).

Parents, community members, and campus representatives serve on the Cuero ISD Education Foundation to plan and implement fundraising and award numerous grants to Cuero ISD teachers and massive scholarship amounts to our students.

Early learning activities are provided every Wednesday from 10-11 a.m. and again from 2-3 p.m. at the Gobbler Getaway for children from birth to 4 years old. The Latino Family Literacy Project for English learner parents, family members, and community meets for activities on Mondays from 10-11 a.m. at the Gobbler Getaway (time based on survey results)

Magical Monday activities from 3:35 - 7 p.m. at the campus libraries are open to parents, families, and community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low participation rates by parent/guardians continue. **Root Cause:** Apathy, lack of interest, time management issues, reluctance to connect with the school system.

# District Context and Organization

## District Context and Organization Summary

Cuero ISD is located in a small, rural community. Our size provides students the opportunity to be involved in many school and extracurricular activities. The district has 2 elementary and 2 secondary campuses. Class schedules maximize instructional learning time. Cuero High School utilizes the Service Cord Award Program for students to engage in a high level of service to the community. Cuero High and Jr. High offer an 8 period school day in order to provide students with many course offerings. Opportunities for PLC during the school day at the elementary campuses has proven beneficial. CJH and CHS have campus intervention teachers to provide intervention/acceleration within the school day. Campuses offer after-school tutoring, as needed, as well as Saturday School opportunities. In town transportation is made available for the elementary campuses for after school tutoring.

## District Context and Organization Strengths

Cuero ISD utilizes multiple ways to communicate with parents, students, and community members. Teachers and campuses use email, telephone and mail to share information. There is open communication between the staff and administration which facilitates addressing and handling organizational issues. We have an active education foundation comprised of community, business leaders, teacher representatives and staff.

Lessons are planned and organized for students' active involvement and engagement in 21st century learning skills.



# Technology

## Technology Summary

Cuero ISD strives to provide up to date technology for its students and teachers. Our classrooms are equipped with projectors or touch displays, document cameras and Apple TVs. Each teacher has a laptop or desktop and an iPad. Staff development is provided on the use of technology equipment and the various applications and online resources the district subscribes to.

The IAL grant provides additional Chromebooks and 3D printers for each campus.

## Technology Strengths

- Chromebooks for students
- Laptops and iPads available for teachers
- Robust district network with ample bandwidth
- Wireless access points in all classrooms
- Instructional Technologist to provide technology support and integration in instruction; provide training and resources for teachers to better implement technology and to assist in learning 21st century skills.
- Digital curriculum specialists to provide technology support and integration in instruction as well as provide training and resources for teachers to better implement technology.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teacher turnover prevents overall district faculty/staff growth in the area of technology. **Root Cause:** Teacher shortages state-wide as more leave the field and fewer enter than can fill the needed spots.

# Priority Problem Statements

**Problem Statement 1:** 89% of students enter 2nd grade below grade level in Reading.

**Root Cause 1:** Inconsistent implementation of RLA TEKS across grade levels; need to increase students' phonics and early reading proficiency in grades K-1.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** 64.43 % of students are identified as economically disadvantaged which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning.

**Root Cause 2:** Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 2022 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, science, and social studies.

**Root Cause 3:** Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

**Problem Statement 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

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

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

**Employee Data**

- 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

**Parent/Community Data**

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

# Goals

Revised/Approved: October 11, 2023









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

**Performance Objective 1:** 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

**Summative Evaluation:** Met Objective



**Next Year's Recommendation:** Continue with the TEKS Resource System as the district curriculum management tool








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cuero ISD curriculum will include the Instructional Focus Documents, Year at a Glance, Vertical Alignment Documents, and GAP Document as part of the TEKS Resource System.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit, benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</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> Fundamental 5 and Teach Like a Champion will be utilized and documented in lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</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 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 teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement.

**Evaluation Data Sources:** Lesson Plans  
 Unit Assessments  
 STAAR scores







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will take a unit test at least once per 6 weeks in core areas. Data will be monitored through the DMAC system and interventions provided for low performing students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in achievement on:            Unit Assessments            STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Instructional Coaches            Interventionists            Instructional technologists            Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop lesson plans with complexity to improve the academic rigor of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit assessments and state scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Instructional Coaches            Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will utilize a variety of data sources to measure student growth such as mClass, DRA, Unit Assessments, state assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Interventionists Instructional Technologists Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - ESSER III (ARP Act), - Title I, Part A, - Title II, Part A, - Title V, Part B, - TCLAS - Texas COVID Learning Acceleration Supports, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase integration of technology in classroom instruction - document in lesson plans.</p> <p>Continued ongoing training in integration of technology and online resources in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Campus technologists District technology</p> <p><b>Funding Sources:</b> - Title I, Part A - \$10,000, - Title II, Part A - \$19,987</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Screen, identify and serve GT students; address the needs of gifted and high achieving students through GT (grades K-5), Honors, AP, and dual credit offerings;</p> <p>Increase rigor in course content and encourage increase in student participation in honors, AP, dual credit, and credit by exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in meets and masters in STAAR and STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> GT, Honors, and AP teachers Instructional Coaches Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Gifted/Talented, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

**Performance Objective 3:** Increase in phonetical awareness and reading levels by the time students enter grade 2.

**Evaluation Data Sources:** As reflected in mClass



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor consistent use of ELAR Fountas &amp; Pinnell for K-1, Really Great Reading for phonics in K-2 and Pearson(SAAVAS) for grades 2-8</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor reading benchmark results, phonics assessments, DRA, fluency, and mClass</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I Principals</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				



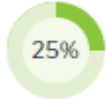





**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.








**Performance Objective 4:** 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			
<p><b>Strategy 1:</b> Regular and special ed will consult on intervention strategies to increase student achievement and attendance</p> <p>Utilize Content Mastery/Learning Lab for additional student support</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in special ed student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - General Funds, - IDEA B Special Education</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> Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p> <p>Utilize campus interventionists for support to meet the needs of students requiring additional support through Response through Intervention process</p> <p>Continue to train,utilize and monitor Response to Intervention (RTI) on campuses to promote early intervention, collaboration of student support teams, document in Success Ed system</p> <p>Monitor the universal screening and progress monitoring and delivery of intervention at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Interventionists Instructional Coaches Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - TCLAS - Texas COVID Learning Acceleration Supports, - ESSER III (ARP Act)</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> Differentiate instruction, and address special education, 504, ESL/EL, GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics. Utilize the Dyslexia Intervention Program for dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> District Dyslexia Teachers Instructional Coaches Counselors Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - General Funds, - IDEA B Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve and increase student performance, differentiate instruction, and address special education, 504, Emergent bilingual (formerly EL) , GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors ESL Teachers Interventionists General Education teachers Special Education teachers CTE and advanced academic teachers Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title II, Part A, - Career/Technology Education, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of students with Limited English Proficiency of emergent bilingual students through coordination with ESC 3, participation in Region 3 Title III SSA, ESL certified teachers, utilize Rosetta Stone English, sheltered instruction, and ELPS. Support additional elementary and secondary teachers obtaining certification as ESL at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				






Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Screen, test, identify, and provide instruction for dyslexic students Provide training in dyslexia Use district dyslexia teachers to assess students for dyslexia, instruct students in dyslexia class, monitor exited students, and to participate in 504 meetings. Use multisensory program for dyslexia instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> District Dyslexia Teachers LSSP and Diagnosticians Special Education Director Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds - \$65,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Enhance dropout prevention; use credit recovery programs and resources available for students lacking credits and in danger of dropping out and provide flexible scheduling.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> CR Teacher(s) and SWAS Teachers Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds, - Title I, Part A, - Title V, Part B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide extended day opportunities (before and after school) and Saturday school to accelerate learning in accordance with HB 4545 and HB 1416 (changes to Accelerated Instruction).</p> <p>Provide in town transportation for after and Saturday school tutoring students.</p> <p>Provide extended year opportunities to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I/Federal Programs</p> <p><b>Funding Sources:</b> - Title I, Part A - \$37,401, - ESSER III (ARP Act), - TCLAS - Texas COVID Learning Acceleration Supports</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Support early childhood education with full day Pre-K for eligible children. <b>Strategy's Expected Result/Impact:</b> Increase in early learning opportunities <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - Title I, Part A - \$100,000	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 5:** Maintain or increase CTE offerings by ensuring that all pathways offer courses on all levels so that students can be completers and are eligible to receive their certification or license.








**Evaluation Data Sources:** CCMR rates  
 Counselors  
 Principal  
 Asst. Supt. for C&I












Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that those making the master schedules at secondary are educated and working together to ensure that courses needed to complete pathways are accessible to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR readiness</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principals Asst. Supt. for C&amp;I</p> <p><b>Funding Sources:</b> - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** District will provide all state mandated required training.






**Evaluation Data Sources:** Discipline reports; bullying reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus &amp; district admin and counselors will be active in the identification of bullying and harassment on each campus</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds, - Title IV, Part A SSAEP</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> Teachers will be trained to recognize the signs of bullying, harassment, abuse and suicide and know how to respond to student needs. Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] Anonymous Alert will be used.</p> <p>FFI Legal FFI Local</p> <p><b>Staff Responsible for Monitoring:</b> Principals, counselors, district nurse Suicide prevention team Asst. Supt. of C&amp;I</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> Provide training on and promote and support programs and activities for character education, conflict resolution programs [TEC 11.252(3)(B)(ii)] student physical, social, and emotional wellness, anti-bullying, bullying, harassment, suicide prevention, sex education, safety and wellness, and Dating violence [TEC 37.0831]</p> <p>Utilize bullying reporting and investigation procedures.</p> <p>Purchase and utilize Alert Now for anonymous reporting.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in reports of bullying and harassment. Increase in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, District Nurse, Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP - \$29,002</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				











Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Contract with and utilize Nixon-Smilely ISD for alternative ed (DAEP) with placements based on district and state guidelines</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in behavior and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$90,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to contract with Cuero Police Department and utilize School Resource Officers (SROs) for education and student safety</p> <p>2 SROs - 1 at Jr. High and 1 at HS</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school safety Reduction in discipline</p> <p><b>Staff Responsible for Monitoring:</b> Principals SROs</p> <p><b>Funding Sources:</b> - General Funds, - School Safety &amp; Security Grant, - Dept. of Justice COPS SVPP Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance Increase in achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Student Services Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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, secure, and orderly environments and facilities to further 21st century learning skills implementation.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote and enhance SHAC Committee for emphasis on student wellness/health &amp; nutrition Increase # of parents participating Continue to use student participation at SHAC Meetings Continue to promote Catch curriculum and wellness at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - General Funds</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> Promote comprehensive wellness program sensitive to student/staff diversity</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Asst. Supt. of C&amp;I</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> Update Raptor System</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Safety <b>Staff Responsible for Monitoring:</b> David Truman Paula Brown</p> <p><b>Funding Sources:</b> - General Funds - \$2,625</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Promote and implement the Sandy Hook Say Something Program. School resource officers will train students in secondary schools.</p> <p><b>Funding Sources:</b> - School Safety Allotment, - Dept. of Justice COPS SVPP Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Hire two Licensed Professional Counselors (LPCs) and one School Climate Specialist to address and student and staff mental health; one to serve the elementary campuses and one to serve tat he secondary level.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff wellness</p> <p><b>Staff Responsible for Monitoring:</b> Asst Superintendent - Federal programs Principals</p> <p><b>Funding Sources:</b> - ESSER III (ARP Act)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 3:** Enhance and improve the safety and security of campus main entrance; window & glass security film installation and bullet resistant glass to increase emergency response time.

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

**Performance Objective 4:** To fulfill its mission of creating a positive safe school climate and culture, Cuero ISD has established a District safety and security committee. The safety and security committee is established under the direction of Texas Education Code (TEC) 37.109.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Safety and Security meet and address needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Security and safety needs will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Ruby Rodriguez</p> <p><b>Funding Sources:</b> - General Funds, - Dept. of Justice COPS SVPP Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5:** In accordance with Senate Bill 11 and to enhance the safety and security of all campuses, every classroom in the district has access to contact emergency services (911) directly.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** This was complete in November 2023 and all phones have stickers indicating where the button is located. Next year, all phones should be checked to ensure they are still operating and that the sticker has not been removed/come off.

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

**Performance Objective 6:** Establish a threat assessment and safe and supportive school team to serve at each campus to help prevent school violence; members appointed to each team will have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Update team and undergo ongoing training.

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




**Performance Objective 7:** Promote safe and healthy environments for students and to prevent and deter the use of vaping devices. Vape detectors installed and monitored in high traffic areas.







**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Test all detectors to ensure they are functioning properly.

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

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








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Student Support Services, parental liaisons, counselors, and agencies like MidCoast and Gulf bend for student &amp; family support; for dissemination of activities; provide transportation  <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement  <b>Staff Responsible for Monitoring:</b> Principals                      Student Services   <b>Funding Sources:</b> - Title I, Part A - \$45,000, - General Funds, - ESSER III (ARP Act)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support active campus parent/teacher organizations; provide opportunities for parental involvement and training; provide access to school programs and social services and to integrate community involvement  <b>Strategy's Expected Result/Impact:</b> Improved attendance                      Increased achievement  <b>Staff Responsible for Monitoring:</b> Principals                      Asst. Supt. of C&amp;I   <b>Funding Sources:</b> - Title I, Part A - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support and monitor report card conferences with parents; completion of parent/teacher/student compacts; monitor contact logs for parent contact                       Support Title Parent Meetings on Title I campuses  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Principals                      Asst. Supt. of C&amp;I   <b>Funding Sources:</b> - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support Early Learning Activities for age birth to 4 year old with parents and children</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and family involvement Increase in early math, reading, and social skills for young children</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I/Federal Programs Student Services</p> <p><b>Funding Sources:</b> - Title I, Part A - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support parent, family, and community engagement of emergent bilingual students by implementing the Latino Family Literacy Project. Dual language books, vocabulary sheets, and reading tips will be provided to help build a strong reading foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent, family and community engagement of emergent bilingual population.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. C&amp;I/Federal Programs Coordinator for C&amp;I/Federal Programs</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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 (certified) teachers and staff.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct recruitment activities such as participation in job fairs, positing vacancies in multiple site/organizations to ensure highly qualified personnel in all positions.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District admin Campus principals</p> <p><b>Funding Sources:</b> - General Funds</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> Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District admin</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> Teachers will have time to meet and plan in professional learning (PLCs) during the school day and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I/Federal Programs</p> <p><b>Funding Sources:</b> - Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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 5:** Promote and Increase College and Career Readiness.







**Performance Objective 1:** Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide instruction in                      NCCER Core                      Microsoft Word, Excel, Adobe                      CNA                      Auto Mechanics                      Cosmetology</p> <p><b>Strategy's Expected Result/Impact:</b> Industry certifications earned</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      CTE Teachers                      Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Career/Technology Education, - Carl Perkins Act (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 2:** Promote and support college and career days

**Evaluation Data Sources:** Trips taken  
Events held

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support College Visits for students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP, - Title V, Part B</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> Support campus college and career days</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of and interest in careers and college</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$887,563.00

**Total FTEs Funded by SCE:** 7.42

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

The SCE services and programs are designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school. Services and programs include extended day and remedial instruction during the school year and summer for students who did not perform satisfactorily on a readiness level or assessment, alternative education programs, credit recovery programs, attendance officer, and other supplemental services and programs as needed to assist students who are considered at-risk and meet at least one of the 15 SCE criteria.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Jaeger	Teacher	0.43
Amy Arlitt	Teacher	0.29
Ashley Helweg	Teacher	0.14
Bonnie Nall	Teacher	0.29
Debra Bordovsky	Teacher	0.14
Donna Parr	Teacher	0.57
Greg Nemeč	Teacher	0.14
Hannah Smith	Teacher	0.14
Jennifer Netardus	Teacher	0.57
Jessica Wyatt	Teacher	1
Karen Heinold	Teacher	0.14
Kelly Phelps	Truancy	1
Kenna Oates	Teacher	0.14
Marie Rangnow	Teacher	1
Stephanie Dickens	Teacher	0.43
Susan Edwards	Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Arroyo	Instructional Coach	Core Subjects	100%
Jaelyn Cox	RtI-MTSS	Math	100%
Jennifer Bryant	RtI-MTSS		50%
Kelly Winkler	RtI-MTSS	RLA	100%
Kristene Pickett	RtI-MTSS		50%
Martha Martinez	Paraprofessional	Pre-K through 1st grade	100%
Venus Hardin	RtI-MTSS	Math	25%
Veronica Rios	RtI-MTSS		50%

# District Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Advisor	Kim Fleener	Assistant Superintendent
Advisory	Micah Dyer	Superintendent
Administrator	Katie Bowen	High School Principal
Administrator	Jaime Dyer	Junior High School Principal
Administrator	Bridgette Cerny	Hunt Elementary Principal
Administrator	Jennifer Bauer	John C. French Elementary Principal
Classroom Teacher	Jaclyn Cox	Teacher
Classroom Teacher	Deborrah DeClements	Teacher
Classroom Teacher	Jaslynn Dodds	Teacher
Classroom Teacher	Lynze Morris	Teacher
Parent	Chelsie Lemley	Parent Representative
Parent	Ruby Rodriguez	Parent Representative
Classroom Teacher	Katrina Pogue	Teacher
Classroom Teacher	Mariah Truman	Teacher
Classroom Teacher	Shelby Vandenberg	Teacher
Classroom Teacher	Wanda Weber	Teacher
Classroom Teacher	Ayla Schuenemann	Teacher
Classroom Teacher	Rik Scott	Teacher
Classroom Teacher	Alexia Rodriguez	Teacher
Classroom Teacher	Laura Notaro	Teacher
Community Representative	Denise Goebel	Community
Business Representative	ShaNon Henson	Business
Classroom Teacher	Jaime Sims	Teacher
Classroom Teacher	Shela Tucker	Teacher
Business Representative	Brian Gomez	Business
Community Representative	Tresa Urbanovsky	Community
Classroom Teacher	Catherine Luna	Teacher

# District Funding Summary

Career/Technology Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Carl Perkins Act (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
ESSER III (ARP Act)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	4	2			\$0.00
1	4	8			\$0.00
2	2	5			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$65,000.00
1	4	7			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	2	3			\$2,625.00
2	4	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$67,625.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	3			\$0.00
<b>Sub-Total</b>					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$90,000.00
<b>Sub-Total</b>					\$90,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00



Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$10,000.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	4	7			\$0.00
1	4	8			\$37,401.00
1	4	9			\$100,000.00
3	1	1			\$45,000.00
3	1	2			\$8,000.00
3	1	3			\$2,500.00
3	1	4			\$5,000.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$207,901.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	4			\$19,987.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$19,987.00

Title III, Part A - LEP (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$29,002.00
5	2	1			\$0.00
5	2	2			\$8,000.00
<b>Sub-Total</b>					\$37,002.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	4	7			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
School Safety & Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
Dept. of Justice COPS SVPP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	2	4			\$0.00
2	4	1			\$0.00
<b>Sub-Total</b>					\$0.00

**TCLAS - Texas COVID Learning Acceleration Supports**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3			\$0.00
1	4	2			\$0.00
1	4	8			\$0.00
<b>Sub-Total</b>					\$0.00