

# Cuero Independent School District

## Hunt Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date:** October 17, 2022  
**Public Presentation Date:** October 12, 2022

# Mission Statement

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

## Vision

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

## Core Beliefs

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

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

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

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

We have high academic expectations and accountability.

We communicate effectively and clearly.

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

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

We believe EVERY child can learn.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

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

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

The 2020-2021 TAPR report indicated an enrollment at Hunt Elementary of 520 students (137 in Grade 2, 117 in Grade 3, 134 in Grade 4 and 132 in Grade 5) with 9% being African American, 52.9% Hispanic, 36% White, 0.2% American Indian, 0.6% Asian and 1.3% Two or More Races. Of these students, 39.6% were classified as at-risk, 66.9% as Economically Disadvantaged, 4.4% as EB Students/EL and 18.8% of the student population receiving special education services.

Hunt is projected to house over 500 students in 2022-2023 with six or seven homeroom sections in grades 2-5. Hunt also has two full-time Resource Teachers, one Life Skills Teacher, one Fine Arts Teacher, one Reading Interventionist, one Math Interventionist, one Physical Education Teacher, one Assistant Principal, one Principal, one campus secretary, one LVN Nurse, and one paraprofessional per grade level. The current campus leadership has remained consistent from the previous school year. Hunt has 38 teachers, with one shared with other campuses and an Instructional Coach. Hunt Elementary teachers are certified for the grade level and content (with the exception of two) and receive on-going professional development in their field. All Hunt Elementary students participate in core curricular instruction, Fine Arts (art and music), Physical Education and STREAM (Science, Technology, Reading, Engineering, Arts & Mathematics). The average class size is 16.3 students per teacher with a total enrollment expected to surpass 510 students. Hunt Elementary is a Title I campus. The traditional atmosphere of the community and emphasis on educating the "whole child" invites families to our schools.

## Demographics Strengths

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

1. Most students that start in Cuero schools graduate from Cuero High School because families are pleased with the schools within Cuero ISD. Students are honored for their achievements at a minimum of each six weeks.
2. Attendance incentives and recognition are given routinely.
3. Minimal to no students withdrew during 2021-2022 because they were unhappy with our campus.
4. Students at Hunt Elementary are very accepting of new students regardless of race or ethnicity or student abilities. Student diversity is abundant.
5. Student to Teacher ratio rates are optimal. Most homeroom classes have 20 students per teacher.
6. Students participate in STREAM classes weekly to foster 21st Century Learning and career pathways.

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

Staff noted that an "open-door" policy exists between staff and campus Admin and quality communication helps cultivate a supportive environment. The typically campus hosts many events such as Grandparent Breakfast, Thanksgiving Luncheons, Family Reading Night, Math Night, Fall Festival, Christmas Sing Along, Career Day, Ag Day, etc. that fosters positive school-home-community connections. Face-to-face parent/teacher conferences is a noted strength.

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

## Problem Statements Identifying Demographics Needs

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

**Problem Statement 2 (Prioritized):** Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2022, Hunt has approximately 26% of the total student population receiving Special Education Services and approximately 11.4% of the total student population receiving 504 Services. **Root Cause:** Lack of early education within the home environment especially for many families at or near the poverty level. Approximately 87% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level. Approximately 66% of students entering 2nd grade are over one year behind in math.

# Student Achievement

## Student Achievement Summary

Students in grades 3-5 took the online Reading and Math STAAR Assessments and students in grade 5 took the Science STAAR Assessment online. The preliminary percentages of students who met the state standard are as follows:

3rd grade Math 74% (2017) 81% (2018) 75% (2019) 60% (2021) 67% (2022)

3rd grade Reading 64% (2017) 72% (2018) 72% (2019) 60% (2021) 73% (2022)

4th grade Math 60% (2017) 79% (2018) 71% (2019) 55% (2021) 56% (2022)

4th grade Reading 70% (2017) 70% (2018) 77% (2019) 63% (2021) 71% (2022)

4th grade Writing 53% (2017) 44% (2018) 57% (2019) 62% (2021) N/A (2022)

5th grade Math 81% (after second administration in 2017) 87% (after second administration in 2018) 88% (after second administration in 2019) 66%(2021) 76% (2022)

5th grade Reading 77% (after second administration) 81% (after second administration in 2018) 84% (after second administration in 2019) 72% (2021) 81% (2022)

5th grade Science 56% (2017) 65% (2018) 73% (2019) 60% (2021) 75% (2022)

All STAAR assessments were administered through an online platform. Students need more practice taking assessments in an online platform. Although we are proud of the student progress in many of our subject/grade areas, we know there is much more work to be done. We strive for high achievement with distinctions, and we received a distinction in Science. In comparing student groups, there are several concerns. White student group scored consistently higher than Hispanic and African American students. Additionally, special education students and economically disadvantaged students also showed disparity in scores in grades 3-5. ELL scores are comparable to other student groups in grades 3-5.

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

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

Hunt Elementary received a rating of "B" for 2021-2022, largely due to student growth from 4th to 5th grade. Hunt received a distinction in Science.

## Student Achievement Strengths

Hunt Elementary has a population of hard-working students and committed staff members. Hunt is continually strengthening core instruction to help provide high-quality lessons while providing opportunities to help close academic gaps through means of tutorials, STAAR Camps, and tiered intervention along with a grading policy that gives students a second chance to demonstrate learning. The campus is proud of many different student achievement strengths, including:

The campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**A significant increase in STAAR scores in 5th Grade Reading, 5th Grade Math and 5th Grade Science scores. 5th Grade reading had an 18% gain for the student group from 2021 to 2022 with 42% of the 5th grade students mastering the reading assessment. 5th Grade math had a 10% gain from 2021 to 2022 and a 21% gain for the student group from 2021 to 2022. 5th Grade science had a 16% gain from 2021 to 2022.**

3rd Grade had a 13% gain in reading and an 8% gain in math from 2021 to 2022.

4th Grade had an 8% gain in reading from 2021 to 2022 and an 11% gain for the student group.

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

Cuero ISD received an "A" Rating and each campus received a "B" rating for 2021-2022. Hunt Elementary received a distinction in Science and scored above the state and regional level in this subject. The HB 4545 Tutorials made an impact as students receiving these accelerated instructional opportunities demonstrated academic growth.

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

**Problem Statement 1:** 2022 STAAR data reveals that Special Education students score below all other student groups in reading and math. **Root Cause:** The root cause is the need for a sufficient number of Special Education Teachers. We are currently understaffed, thus causing large case loads and inability to effectively meet all the specialized student needs. The campus also needs greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

**Problem Statement 2 (Prioritized):** Third grade Reading and Math scores and 4th grade math scores on 2022 STAAR fell below our targeted goal for the campus. **Root Cause:** Non-mastery of the math and reading standards can be documented as early as Kindergarten. Hunt has an instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas; however, this individual's time is primarily spent teaching due to shortages. Vertical alignment opportunities are needed.

**Problem Statement 3 (Prioritized):** Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups. **Root Cause:** Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Approximately 87% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

# School Culture and Climate

## School Culture and Climate Summary

Near the completion of the 2021-2022 school year, district-wide surveys were available to teachers, staff, students and parents. Positives from the student survey include students enjoy going to school, feel safe at school, know and follow the school rules, feel recognized for doing well in school, enjoy school programs, feel teachers help when material is not understood, feel teachers respect them, feel teachers believe students can succeed, have worked individually as well as in small and whole groups, and their parents feel welcome at school. Negatives from the student survey include feeling unsafe on the bus, dislike of cafeteria food and wanting more dress options. Teachers and staff indicated in their survey that teachers cooperate as teams for student success, instruction is differentiated, they are aware of how 504 students are to be educationally served, after school tutoring is available, school and facilities are adequately maintained, the campus is safe, staff communication is informative, an "open-door" policy exists with campus administration and the office staff is friendly. Teachers and staff noted that district communication can be improved. Parents are pleased with the facility, are informed about how their child is expected to behave, feel their child is safe at school, feel comfortable communicating with their child's teacher, feel welcomed at school, participate in conferences with their child's teacher and feel school is clean. Parents expressed concern about the cafeteria food being poor quality and small portion sizes and bus safety.

An analysis of discipline data revealed that office referrals have declined over the past few years. Referrals that are considered classroom management issues were addressed with a conference between the teacher and campus administration. The vast majority of the behavior infractions included Classroom Disruptions and Defiance. Males had the most referrals at approximately 84%. The grade level breakdown for behavior infractions is as follows: 5th Grade=38%, 4th Grade=26%, 3rd Grade=15% and 2nd Grade=21%.

## School Culture and Climate Strengths

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

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

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. **Root Cause:** Staff not always consistently utilizing PBIS techniques and procedures. We have no one on campus currently that is dedicated to writing and implementing student behavior plans for Tier II and Tier III. We also do not have an LSSP or a Behavior Specialist to help write Behavior Intervention Plans and monitor implementation of BIPs.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Hunt Elementary experienced some expected turnover this past year. The stability at Hunt is instrumental in helping students make academic gains. The goal remains an average student to teacher ratio of 18:1 in the core areas although classes exceeded 22 students in 2021-2022 and 2022-2023. Staff depth of knowledge in content areas is increasing and professional development is encouraged. Cuero ISD participates in educational job fairs in attempt to recruit quality educators (Texas State, Texas A&M, University of Houston-Victoria, Region III ESC) and advertises on the district website, TASA, and local newspapers. The challenge to acquire and retain quality staff is due to varying reasons such as salary, housing, societal changes and other career interests.

Hunt Elementary teachers are certified in the area/grade level in which they teach, with the exception of two. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2022 to earn comp days within the 2022-2023 school calendar. All Hunt Elementary teachers are matched with an instructional coach who helps guide and mentor them in attaining goals. Teachers new to the campus also have a designated mentor to help orient them to the campus. PLCs are embedded in the Master Schedule either bi or tri-weekly. Teachers new to the teaching profession also receive mentoring through Region III ESC New Teacher Academies. Teachers are equipped with technological devices and support from within Cuero ISD. Campus Admin and Hospitality Committee host various morale building events throughout the school year to help staff feel appreciated and valued. The Superintendent hosts monthly meetings with teachers to share information and address concerns.

## Staff Quality, Recruitment, and Retention Strengths

Most staff members participated in local staff development opportunities prior to the 2022-2023 school year in instructional technology and other professional development related to their content area. Additionally, those new to the district had extensive training that helped orient them to the procedures and protocols of Cuero ISD.

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

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

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

95% of the Hunt Staff is certified.

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

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

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

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

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

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

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

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

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

## Curriculum, Instruction, and Assessment Strengths

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

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

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

**Problem Statement 1:** Teacher reliance on programs rather than TEKS in curricular implementation. There is lack of consistent curricular implementation and vertical alignment throughout the elementary grades. **Root Cause:** We have multiple adoptions, programs and resources which can create misalignment in implementation.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Hunt Elementary strives to create a warm, welcoming kid-friendly environment. The campus promotes a climate that fosters a partnership among school, parents and community. Campus events are communicated through letters, District Facebook, District Website, parent-teacher conferences, Blackboard Connect and the local newspaper. Parents and community members are encouraged to attend school functions and be an active member of the school family.

According to the Community and Engagement surveys that were taken in the Spring of 2022, Hunt Elementary was rated high in all of the following categories: Safety, Special Programs, Behavior Expectations, Academic Progress/Performance, Communication, Facility Cleanliness/Maintenance, Fine Arts and Library Resources. Surveys indicate a desire for better food quality and portions through our cafeteria service.

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

## Parent and Community Engagement Strengths

Hunt Elementary strengths include:

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

# School Context and Organization

## School Context and Organization Summary

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

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

## School Context and Organization Strengths

Hunt Elementary has the following school context and organizational strengths:

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

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Ineffective Curriculum Implementation within some classrooms leads to academic learning gaps. **Root Cause:** Frequent absenteeism among personnel.

# Technology

## Technology Summary

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

## Technology Strengths

Technology strengths include:

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

## Problem Statements Identifying Technology Needs

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

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

# Priority Problem Statements

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

**Root Cause 4:** Staff not always consistently utilizing PBIS techniques and procedures. We have no one on campus currently that is dedicated to writing and implementing student behavior plans for Tier II and Tier III. We also do not have an LSSP or a Behavior Specialist to help write Behavior Intervention Plans and monitor implementation of BIPs.

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

**Problem Statement 1:** Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2022, Hunt has approximately 26% of the total student population receiving Special Education Services and approximately 11.4% of the total student population receiving 504 Services.

**Root Cause 1:** Lack of early education within the home environment especially for many families at or near the poverty level. Approximately 87% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level. Approximately 66% of students entering 2nd grade are over one year behind in math.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Third grade Reading and Math scores and 4th grade math scores on 2022 STAAR fell below our targeted goal for the campus.

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

**Problem Statement 2 Areas:** Student Achievement

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

**Root Cause 3:** Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Approximately 87% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

**Problem Statement 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data



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

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

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

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

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

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

- Communications data
- Budgets/entitlements and expenditures data

# Goals

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





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAR Data Analysis, DRA Data Analysis, mCLASS Data Analysis

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





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

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

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

**High Priority**

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

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

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

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

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement.</p> <p>Training includes, but not limited to the following:</p> <p>TEKS Resource Training                      Lead4ward Acc 2022                      CISD Technology Department                      BER PD                      Math Training Region III ESC                      TExES ESL 154 Academy                      CPR Training                      CPI Refresher Course                      GT Update                      mCLASS/Amplify PD                      Safety                      STAAR Data Analysis/PLCs for 3rd Grade Reading and Math, 4th Grade Reading and Math, and 5th Grade Reading, Math and Science (on-going throughout school year)                      Literacy, Science and Math Vertical Alignment PLCs                      New Teacher Academy Participation through Region III ESC 2021-2022 (Andrews, Borkowski, McClenny)                      Lead4ward Accountability for Leaders at Region III ESC (Cerny)                      Legal Update with Jim Walsh (Cerny)                      LPAC Training at Region III ESC (Arroyo)                      Texas Assessment Conference in Austin, TX (Cox)                      Lead4ward for Leaders (Cerny)                      Lead4ward Math (Cox)                      Lead4ward ELAR (Winkler)                      Lead4ward Special Education (Cox)                      Lead4ward Science (Arroyo)                      Reading Academy (3 Teachers, 1 Resource Teacher)                      Really Great Reading (All RLA Teachers)                      Gateway to Science (All Science Teachers)                      Fundamental 5 (Andrews, Borkowski, Sedlacek, McClenny)</p>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy's Expected Result/Impact:** Implementation is measured through walk-through evaluations and assessment data analysis.

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

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


**TEA Priorities:**


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


**- ESF Levers:**

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

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

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

**HB3 Goal**

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development opportunities for the GT Instructor based upon need.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by teacher participation in trainings/workshops geared to accelerate instruction and foster critical thinking. Impact is measured by assessment data, benchmark results and STAAR scores as well as participation in TPSP.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher and Campus Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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 and orderly environments and facilities to further 21 century learning skills implementation.

**Performance Objective 1:** Hunt Elementary will strive to attain 97% overall student attendance rate for 2022-2023.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hunt Elementary students will have the opportunity to participate in attendance celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by attendance event/celebration documentation. Impact is measured by student attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Attendance Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
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<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 2: Safe and Optimal Environment:** Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

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

**High Priority**

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

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





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement and utilize programs to address bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by documentation and lesson plans. Impact will be measured by the number of reported bullying incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 2: Safe and Optimal Environment:** Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

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

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





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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the campus registration process, HES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs.</p> <p>Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by meeting notes from summer planning sessions regarding registration. Impact will be measured by accurate registration process for new and returning students.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> HES will provide students with age-appropriate information to prepare them for choices throughout high school and for college/technical courses, including college admissions, financial aid, grants and other scholarship opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by development of informational fliers and other promotional products for students and parents. Impact is measured by student applications for postsecondary pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Counselor. Others involved: Principals</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 21 century learning skills implementation.

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hunt Elementary will practice routine safety drills.</p> <p>Hunt Elementary will continue WATCH Dogs and PBIS school-wide expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Principal, Assistant Principal, Team Leaders, PBIS Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hunt Elementary will implement health and safety procedures as outlined in CISD Wellness Plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Nurse, PPE Designee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hunt Elementary will improve the safety and security of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by weekly door "sweep" logs and an increase emergency response time.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Committee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> School Safety and Security Grant (429) - State Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 2: Safe and Optimal Environment:** Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Health and Wellness Awareness Activities (i.e., Pink Out--Breast Cancer Awareness/Prevention)</p> <p>Health and Wellness Committee</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Wellness Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

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

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







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

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

**HB3 Goal**

**Evaluation Data Sources:** Teacher/Staff turnover rate during 2022-2023





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HES will participate in local job fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by number of active applications with current vacancies filled prior to contract deadline. Impact is measured by filling all vacancies with quality staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</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> HES will assign instructional coaches/mentors to all teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by decreased turnover rate. Impact is measured by increased academic performance and filling all vacancies with quality staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators &amp; Campus Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 College and Career Readiness.

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

**HB3 Goal**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus-Wide Career Day</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by Impact is measured by</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Career Day Committee</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 College and Career Readiness.

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

**HB3 Goal**

**Evaluation Data Sources:** Student Survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College shirt day (each Wednesday)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by promotion/advertising. Impact is measured by participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
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# State Compensatory

## Budget for Hunt Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Hunt Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jaclyn Cox	Math Interventionist	1

# Title I

## **1. Comprehensive Needs Assessment (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please see attachment to the Plan Addendum.

## **2. Campus Improvement Plan**

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

Please see attachment to the Plan Addendum.

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

Please see attachment to the Plan Addendum.

## **3. Annual Evaluation**

## **4. Parent and Family Engagement (PFE)**

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

Please see attachment to the Plan Addendum.

## **5. Targeted Assistance Schools Only**

# Title I Personnel

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

# Campus Performance Objectives Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Charla Jones	2nd Grade Teacher
Classroom Teacher	Melissa Pakebusch	2nd Grade Teacher
Classroom Teacher	Christi Fuchs	STREAM Teacher
Classroom Teacher	Lindsey Kuck	5th Grade Teacher
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher
Classroom Teacher	Deborah DeClements	Special Education Resource Teacher
Classroom Teacher	Gretchen Bloebaum	Fine Arts Teacher
Classroom Teacher	Jayne Fortanas	3rd Grade Teacher
Business Representative	Kayla Pickett	Business Representative
Community Representative	Debbie Baker	Community Representative
Administrator	Bridgette Cerny	Principal
Administrator	James McCarter	Assistant Principal
Parent	Shannon Reitz	Parent
District-level Professional	Mark Iaconopelli	Assistant Superintendent of Business & Finance
Classroom Teacher	Kathryn Klores	3rd Grade Teacher
Classroom Teacher	Diana Cedillo	4th Grade Teacher
Classroom Teacher	Lydia Cantu	4th Grade Teacher
Classroom Teacher	Melinda Oglesby	Special Education Teacher
Classroom Teacher	Paige Mica	2nd Grade Teacher

# Campus Funding Summary

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



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

# Addendums

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

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

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

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

Utilize the Raptor Security System for school visitors; WATCH DOGS

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

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

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

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

Blackboard Connect; Progress Reports; Report Cards; Annual Parent/Teacher Conferences;

District Website and District Facebook; Newsletters

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

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

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

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

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

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

Open House/Meet the Teacher, Parent-Teacher conferences, Events with the Counselor;

Parent Teacher Organization, and other related activities

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

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

***stand against alcohol and drug abuse***

**Students pledge to:**

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

***Be responsible learners***

***Complete all classwork and homework***

***Follow school rules***

***Attend school regularly***

***Promote school safety***

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

**Signatures:**

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

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

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

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



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

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

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

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

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

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

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

- WATCH DOGS Program

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

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

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

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

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

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

- The state's academic content standards
  - The state's student academic achievement standards
  - The state and local academic assessments including alternate assessments •
- The program requirements of Title I, Part A
- How to monitor their child's progress, and how to work with educators
  - Parent Conferences
  - STAAR meetings

- Progress Reports/Report Cards
- STAAR Assessments

• State Parent Assessment Reports as received from TEA

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

- Meet the Teacher
- Parent/Teacher Conferences
- Events with the Counselor
- PTO Meetings
- STAAR/Amplify mClass Informational Meetings
- District & Campus Parenting Meetings; Activities in Literacy and Math
- Science Fair/Makers Faire
- Book Fair/Family Literacy Night
- Family Math/Science Night
- RtI Services/504 Services/Special Education Services

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

- Staff Development
- Faculty Meetings
- Teacher Memos as necessary

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

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

E. The Hunt Elementary school will take the following actions to ensure that information

related to the school and parent/family-programs, meetings, and other activities is disseminated to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

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

7. The Hunt Elementary School will help maintain a Safe and Drug-Free School by:
- Active participation and implementation of safety measures by Campus Safety Committee consisting of staff, parents/family members, community members
  - Red Ribbon Week Activities
  - Anti-Bullying Programs
  - Emergency Management Training for staff
  - Routine emergency drill practice for the campus
  - Provide time-out and restraint training necessary to comply with SB 1196
  - Continue to evaluate and maintain campus security devices such as cameras, access control, fire alarms, visitor management systems, and portable radios.
  - Utilize Raptor system to monitor entry and access to campus facilities
  - Enforce campus procedures and expectations as outlined in PBIS matrix
  - Continue WATCH DOGS Program
  - Provide materials as needed to students, parents and families for prevention of drugs, alcohol, violence, physical or verbal aggression and bullying
  - Provide diversity training

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

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

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

8. ADOPTION



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

This policy was adopted by the **Cuero Independent School District** on and will be in effect for the period of July 1, 2022 to June 30, 2023. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2022.

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*(Signature of Authorized Official)*

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*(Date)*

## Hunt Elementary Campus Needs Assessment Working Document 2022-2023

### Eight Focus Areas

Demographics--Enrollment, Diversity, Special Populations, At-Risk, Teacher-Student Ratios, Attendance, Mobility

- Strengths: attendance rewards are good
- Needs: attendance is an issue (leaving early & being tardy) - needs consequences

Student Achievement--Assessment Data, Promotion/Retention Rates, TELPAS, Classroom and Program Data/Assessments, Student Work

- Strengths: data boards; staff that organizes data/TELPAS
- Needs:

School Culture & Climate--Classroom and School Walkthrough Data, Parent Conferences/Meetings, Feedback Data, Surveys

- Strengths: 1st six wks. parent conferences; detailed walk-through observation notes are helpful & encouraging
- Needs:

Staff Quality, Recruitment & Retention--Certification/Qualification Data, Staff Effectiveness in Relation to Student Achievement, Staff Mobility/Stability, T-TESS Data, Special Program Qualification, Professional Development, Recruitment/Retention Strategies

- Strengths: 6 wk. planning days are effective; adequate professional development; nice incentives
- Needs: PLCs every week would be nice to give extra planning time

Curriculum Instruction & Assessment--Standard-Based Curriculum and Resources/Materials, Scope & Sequence/Pacing Guides/Focus Documents, Instructional Delivery/High Yield Strategies, Collaborative Horizontal & Vertical Team Alignment, Common Benchmark Assessments, Lesson Delivery

- Strengths: Really Great Reading is great; excited about new science curriculum and prefer not to use pacing guides; Think Up Science is a really useful tool in 5th grade
- Needs: RGR should be used with fidelity throughout grade levels; do away with DRA

Family & Community Involvement, Engagement--Family & Community Participation, Parent Volunteer Information, Community Services

- Strengths: A-Honor Roll Breakfast is great, Thanksgiving Luncheon is great, Book Fair being tied into Reading Night is nice
- Needs:

School Organization--Schedule for Support Services (i.e., Counseling, Library, etc.), Program Support Services (i.e., After-School Programs, ExtraCurricular Activities, etc.), Master Schedule, Duty Roster, School Map & Physical Environment, Communication, Leadership

- Strengths: staff does fantastic job creating schedules, STREAM clubs are enjoyed by students
- Needs: squishy animals/stickers sold in the toy vending machines up front are causing distractions in the classroom

Technology--Infrastructure/Networks, Hardware/Software, Classroom Tech Needs, Professional Development in Technology, Technology Policies/Procedures, Technology Programs, Technology Support

- Strengths: nice that all students have chromebooks, Go Guardian is very useful for monitoring chromebook usage
- Needs: all screens don't work (glare, buttons, etc.); wifi not accessible all the time, a few ipads in the classroom/QR codes,etc would be helpful