

Cuero Independent School District

Cuero High School

2019-2020

Accountability Rating: B



Public Presentation Date: September 5, 2019

Mission Statement

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

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

Vision

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

Value Statement

Committed to Excellence.

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Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

Demographics

Demographics Summary

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

In 2018-19 Cuero High School had an enrollment of 640 students with a student population that are 2.5% ELL, 4% homeless, 47.5% economically disadvantaged, and 27% at-risk. For the 2017-2018 school year, 4 drop-outs were recorded.

Our gifted/talented population is 6.3%. CHS serves the GT population through advanced (honors/AP) classes and dual-credit/dual-enrollment classes, but additional services may likely be needed to adequately serve this population.

CHS currently has one principal, two assistant principals, three full-time counselors, 58 teachers (14 of whom are shared with other campuses), 14 paraprofessionals, 4 office personnel, 1 LVN, and 1 SRO. Campus ethnicity of staff breaks down as follows: 38% male and 62% female; 9% African American, 16% Hispanic, and 75% White.

Demographics Strengths

The diversity of our student body is a tremendous strength of our school. Students who attend CHS are able to engage with students who represent the diverse individuals they will experience out in the real world. The diversity of our staff is also an advantage as our students have opportunities to learn how to communicate with teachers and coaches from unique backgrounds, ethnicities, and world experiences. The "Breakfast with the Stars" event is a great example. Teachers and community members from all walks and backgrounds share their path to success with students over breakfast.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students at-risk of dropping out of high school remains high, which is a significant concern for our school as research shows that students who do not earn a high school diploma face a tremendous gap in wealth equality compared to high school graduates and college graduates.

Problem Statement 2: The percentage of students labeled economically disadvantaged 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.

Student Achievement

Student Achievement Summary

Accountability - CHS earned a B rating under the new accountability system in 2018-19.

STAAR - Students took STAAR end-of-course exams in Algebra I, Biology, English I, English II, and US History. Those who have previously been unsuccessful took any failed tests again. The 2019 STAAR Performance results released by TEA shown below:

Grade Level Standard: Approached Met Masters

ELA/Reading - 74% 54% 4.5%

Mathematics - 86% 48% 17%

Science - 93% 69% 19%

Social Studies - 92% 68% 41%

Given that the "Meets" level is our target, a comparison at that level of differences in passing rates by gender, ethnicity, and other characteristics is important here. Females outperformed males in Algebra, Biology, English I, and English II but lagged behind males in History. Regarding ethnicity, Whites, Hispanics and Blacks had similar scores in Algebra but significant differences in the other subjects. In all cases, Whites had the highest scores, followed by Hispanics and then Blacks. For students labeled as economically disadvantaged, the disparity, although small, was evident in all subjects except Algebra.

College & Career Readiness - In 2018-2019, a total of 81 CHS students took the SAT/ACT. CHS students were at the state average for both tests. There is disparity in average scores by ethnicity for CHS. White students' scored higher than the overall average, and Hispanic and Black students' scores were below.

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

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

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

Problem Statement 3: Accountability data for 2016-17 and ACT/SAT data for the last 5 years indicate low post secondary readiness for all students, but especially for Black and Hispanic students. who also tend to have a higher rate of being at-risk and economically disadvantaged. 2016 scores were better than the state average showing data trending in the right direction.

Problem Statement 4: Anecdotal data from counselors, administrators, and staff indicate a lack of comprehensive knowledge on students' part about career opportunities and interests. The root cause is a lack of communication systems and processes for disseminating information to students and parents and for promoting college and career opportunities to all students.

School Culture and Climate

School Culture and Climate Summary

Discipline - An analysis of discipline data revealed that in 2018-2019 our staff generated 1878 referrals. This is continuing a trend in the reduction of referrals from the prior year. This is reflective of improved policy, classroom management, and culture. Male students received 71% of our referrals. Ninth graders had the highest number of referrals at 41%. In comparing the reasons for referrals given each six weeks of the school year 34% were for Tardies. The high percentage of tardy referrals is due to a more aggressive tardy policy which was very successful in reducing other student behaviors and getting students to class on time. The percentage of other student behavior dropped off sharply to 7%. The rest of the referrals were spread evenly through various student behaviors.

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

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

- Student Council
- National Honor Society
- Service Cord Awards
- Library Advisory Committee
- Anchor Club
- Automotive Club
- Chess Club
- Christians in Action
- Fellowship of Christian Athletes
- Competitive groups including UIL, HOSA, FCCLA, SkillsUSA, and Junior Engineering Technological Society (JETS)

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

School Culture and Climate Strengths

As reported by teachers and staff in the 2018-19 school year, the current environment on campus is very positive. Teachers and administrators are actively working together as a team to identify and solve problems and to create new and interesting ways for staff and students to become involved in the life of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable, especially in light of moving DAEP services back to district.

Problem Statement 2: A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibilities of a student dropping out as well as the possibilities that other students will be negatively impacted.

Problem Statement 3: Some teachers are not equipped with proper techniques or temperaments to handle classroom-level discipline and to model positive behavior supports for students.

Problem Statement 4: Regular and consistent communication among school leadership (principals, counselors) and between school leadership and teachers is needed to ensure an efficient and positive campus culture and climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CHS had an 83% retention rate of staff members for the 2018-2019 school year. We actively recruit at university job fairs to find the best possible candidates for teaching positions.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Research supports keeping class sizes smaller to positively impact student learning and student engagement.

Problem Statement 2: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Problem Statement 3: All core teachers are now required to be ESL certified.

Problem Statement 4: We need to continue to recruit and then retain staff equipped to challenge our highest achieving students in advanced classes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Benchmarks have been used in the past to indicate readiness for STAAR EOCs. Based upon HB 5, we will only conduct two official benchmarks this year. To provide more frequent data and to ensure that curriculum is better aligned, we will have 6 weeks tests to assess mastery of what has been taught and adjust instruction as needed. Specific curriculum and instructional programs that we will utilize to provide an additional resource for EOC success are: Edgenuity and A+.

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students' writing skills overall are poor and lack academic vocabulary or other advanced communication characteristics. This is especially true for Black and Hispanic students, for students labeled as economically disadvantaged, or for students at-risk of dropping out of high school.

Problem Statement 2: Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve.

Problem Statement 3: Teachers throughout the campus are being under-utilized for collaborative data disaggregation for the campus as a whole and for their individual departments, which limits our ability to effectively implement instructional strategies and effectively utilize resources to meet the needs of

students.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Problem Statements Identifying Parent and Community Engagement Needs

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

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

School Context and Organization

School Context and Organization Summary

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

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Embed EOC preparation intervention courses into the master schedule

Problem Statement 2: Improve organization and procedures of the high school office

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

Problem Statement 4: Identify coherent sequences and update all 4-year plans

Technology

Technology Summary

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

Technology Strengths

CHS has class sets of ipads for student use in all of the academic classes and most elective classes.

Problem Statements Identifying Technology Needs

Problem Statement 1: Improve how and when iPads are used.

Problem Statement 2: Provide ongoing technical training for teachers and staff

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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

Evaluation Data Source(s) 1: State EOC assessment data; student grades; other testing data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain class size of a 20 to 1 average in the core areas.	2.4	Administrators/Counselors	Impact is measured by improved student performance in smaller classes.				
TEA Priorities Recruit, support, retain teachers and principals 2) Use the Fundamental Five as the basis of high impact instruction for all students.	2.4, 2.5, 2.6	Administrators/Teachers	Implementation is measured by teacher lesson plans and walk-through data.				
TEA Priorities Recruit, support, retain teachers and principals 3) Purchase the necessary scientifically researched based materials and supplies to help implement the curriculum at the highest level.	2.4	Administrators/Department Heads	Will allow the students access to world class curriculum and materials.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

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

Evaluation Data Source(s) 2: TEKS Resource System logins
Lesson Plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Collaborate among departments and with the junior high to align curriculum.	2.4	Administrators/Teacher from both campuses.	Implementation is measured by teacher lesson plans and walk-through data.				
TEA Priorities Recruit, support, retain teachers and principals 2) Collaborate to produce common assessments and then design common lesson plans.	2.4	Administrators/Teachers	Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 3: Lesson Plans

STAAR scores

Unit Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain class size of a 20 to 1 average in the core areas.	2.4	Administrators/Counselors	Impact is measured by improved student performance in smaller classes.				
TEA Priorities Recruit, support, retain teachers and principals 2) Use the Fundamental Five as the basis of high impact instruction for all students.	2.4, 2.5, 2.6	Administrators/Teachers	Implementation is measured by teacher lesson plans and walk-through data.				
TEA Priorities Build a foundation of reading and math 3) Teachers will utilize Edgenuity to help differentiate and individualize learning for students.	2.4, 2.6	Administrators/Teachers	Students will receive instruction in areas of weakness.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) CHS will implement an AVID elective course and implement the AVID WICOR strategies	2.4, 2.5, 2.6	District Director, Site Director, Administration, Counselors	Increase the higher level thinking skills for all students and improved outcomes for all students. Increase College and Career awareness/readiness for AVID students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 4: Increase in State assessments.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Planning days are built into the district calendar.	2.4	Administrators/Teachers	Common lesson plans and assessments. Analysis of student data.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations.	2.4	Administrators/Teachers	Staff will be able to implement the curriculum at the highest level.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 3) Collaborate among departments and with the junior high to align curriculum.	2.4	Administrators/Teacher from both campuses.	Implementation is measured by teacher lesson plans and walk-through data.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 4) Collaborate to produce common assessments and then design common lesson plans.	2.4	Administrators/Teachers	Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 5) Use the Fundamental Five as the basis of high impact instruction for all students.	2.4, 2.5, 2.6	Administrators/Teachers	Implementation is measured by teacher lesson plans and walk-through data.	0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) English teachers and Algebra I teachers will participate in TEA's Texas Lesson Study program to improve their pedagogy and student outcomes.	2.4, 2.5, 2.6	Administrators, Texas Lesson Study Coach	Improved student outcomes for all students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 5: Unit Tests, STAAR Results

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ELPS instruction for teachers.	2.4, 2.5, 2.6	Administrators/Teachers	Impact is measured by inclusion of ELPS strategies in classroom instruction.				
TEA Priorities Build a foundation of reading and math 2) Teachers will utilize Edgenuity to help differentiate and individualize learning for students.	2.4, 2.6	Administrators/Teachers	Students will receive instruction in areas of weakness.				
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations.	2.4	Administrators/Teachers	Staff will be able to implement the curriculum at the highest level.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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


Edit Remove

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

Evaluation Data Source(s) 1: Discipline reports; bullying reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will utilize Anonymous Alerts to report issues of bullying, suicide, assault	2.6	APs	Increase student safety				
2) Students will go through a Freshman seminar to assist them in being successful in their high school career	2.4, 2.5, 2.6	Teachers, Counselors, Administrators	Improve passing rates among freshman students				
3) Students will go through a Freshman seminar to assist them in being successful in their high school career	2.4, 2.5, 2.6	Teachers, Counselors, Administrators	Improve passing rates among freshman students				
4) Staff will be trained to recognize and address safety issues		Administrators	Improve campus safety				
5) Cuero ISD will employ 2 full time SROs one of which will be stationed at CHS		Administrators, Sergeant	Improve campus safety				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue




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


Edit Remove


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


Evaluation Data Source(s) 2:


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will conduct safety drills		Administrators, SRO	Improve campus safety				
2) CHS will have a locked door policy		Teachers, Administrators, SRO	Improve campus security				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents.	2.6	Counselors, Administrators	Improve parental-school partnership.				
2) CHS will hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up, Band Concerts, Choir Concerts, Art Exhibits, Athletic Events, and Fish Camp, an grade 8/9 transition event.	2.6, 3.2	Teachers, sponsors, Administrators	Improve parental-school partnership				
3) Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact.	2.6	Student Services, Counselors, Administration	Improve student attendance and academic outcomes				
4) Provide opportunities for parent involvement and training. Example: Parental Involvement Conference	3.2	Student Services, Counselors, Administration	Improve parental-school partnership				
							

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) We will attend university job fairs to recruit the best candidates for teaching positions		Administrators	Improve the quality of the applicant pool				
= Accomplished = Continue/Modify = No Progress = Discontinue							





Goal 5: Promote and increase College and Career Readiness.

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

Evaluation Data Source(s) 1: Certification list/CCMR Report

Summative Evaluation 1:

Targeted or ESF High Priority





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Staff will be trained to industry standards for the certifications they will help students achieve	2.4, 2.6						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Promote and increase College and Career Readiness.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) CHS will schedule visits from college/trade school recruiters		Counselors, Administrators	Increase student's knowledge of post secondary opportunities	0%	0%	0%	
2) CHS will host a college and career fair		Counselors, Administrators	Increase student's knowledge of post secondary opportunities	0%	0%	0%	
TEA Priorities Connect high school to career and college 3) CHS students will take the ASVAB career inventory test		Counselors, Administration	Increase student's knowledge of post secondary opportunities	0%	0%	0%	
TEA Priorities Connect high school to career and college 4) CHS will host a "Breakfast with the Stars"		Counselors	Increase student's knowledge of post secondary opportunities	0%	0%	0%	
TEA Priorities Connect high school to career and college 5) CHS will schedule two nights to assist parents and students with the completion of the FAFSA for post secondary financial aid	2.6, 3.2	Counselors, Administration	Improve student's knowledge of post secondary opportunities	0%	0%	0%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

State Compensatory

Budget for Cuero High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.01.024.0.02.4.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$122,098.00
199.11.6141.01.024.0.02.4.00	6141 Social Security/Medicare	\$1,625.00
199.11.6142.01.024.0.02.4.00	6142 Group Health and Life Insurance	\$8,424.00
199.11.6143.01.024.0.02.4.00	6143 Workers' Compensation	\$609.00
199.11.6144.01.024.0.02.4.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,411.00
199.11.6146.01.024.0.02.4.00	6146 Teacher Retirement/TRS Care	\$2,781.00
6100 Subtotal:		\$143,948.00
6200 Professional and Contracted Services		
199.11.6299.01.024.0.02.4.00	6299 Miscellaneous Contracted Services	\$32,000.00
6200 Subtotal:		\$32,000.00
6300 Supplies and Services		
199.11.6399.01.024.0.02.4.00	6399 General Supplies	\$25,000.00
6300 Subtotal:		\$25,000.00

Personnel for Cuero High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Arlitt	Teacher	EOC ELA I	.14
A. Hollingshead	Teacher	EOC ELAII	.14
B. Caudillo	Teacher	Math - Alg. EOC	.14
C. Eichhorn	Aide	Credit Recovery	1.0
C. Hartley	Teacher	Math - ALG EOC	.14
H. Turk	Teacher	ELA EOC I	.14
M. Rangnow	Teacher	SWAS	1.0
M.B. Wagner	Teacher	EOC ELA I	.14
N. Anderson	Teacher	Math - SWAS	.14

Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Paul Fleener	Principal
Parent	Gene Lasseter	
Classroom Teacher	Paige Baros	Math Department Head
Administrator	Jason Stanley	AP
Classroom Teacher	Amy Crain	Social Studies Department Head
Classroom Teacher	Michelle Stanford	Science Department Head
Classroom Teacher	Denys McCarter	English Department Head
Classroom Teacher	Tifani Hilburn	SPED Department Head
Classroom Teacher	Robin Hermes	CTE Department Head
Classroom Teacher	Amy Arlitt	Fine Arts Department Head
Classroom Teacher	Maria Hotz	Foreign Language Department Head
Non-classroom Professional	Cindy Bammert	Counselor
Parent	Stacey Porter	
Non-classroom Professional	Gina Rico	Counselor