

Cuero Independent School District

Cuero High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 21, 2020

Mission Statement

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

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

Vision

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

Value Statement

Committed to Excellence.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	13
School Context and Organization	14
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.	21
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	27
Goal 3: Parent and Community Involvement: Cuero ISD will build positive relationships and collaborative among parents, community and staff.	30
Goal 4: Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled by highly qualified teachers and staff.	31
Goal 5: Promote and increase College and Career Readiness.	32
State Compensatory	35
Budget for Cuero High School	36
Personnel for Cuero High School	36
Campus Performance Objectives Committee	37
Addendums	38

Comprehensive Needs Assessment

Revised/Approved: August 28, 2020

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 community members are strong supporters of our students and our programs. Most of our students, and many of our teachers, come from families who have deep roots in Cuero and the surrounding area. Many students who graduate from Cuero return to the community to raise their own families. Cuero High School generates a deep sense of pride in all who have walked its halls, and the staff, students, and parents remain committed to its continued growth and success.

In 2019-20 Cuero High School had an enrollment of 615 students with a student population that is 2.6% ELs, 3.58% homeless, 53.82% economically disadvantaged, and 44.23% at-risk. For the 2018-2019 school year, zero drop-outs were recorded.

Our gifted/talented population is 5.04%. 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 a new principal this year, two assistant principals, three counselors, 59 teachers (14 of whom are shared with other campuses) and 84 total employees (9 paraprofessionals, 4 office personnel, 1 LVN, and 1 SRO). The campus staff break down is approximately 31% male and 69% female; 7% African American, 17% Hispanic, and 76% 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: EOC assessment data also indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Algebra compared to other student groups. Again the data is trending in a positive manner.

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

Problem Statement 3: Accountability data for 2016-17 and ACT/SAT data for the last 5 years indicates low post secondary readiness for all students, but especially for African American 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: Students' writing skills overall are poor and lack academic vocabulary or other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, or for students at-risk of dropping out of high school.

Problem Statement 5: 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.

Student Achievement

Student Achievement Summary

Accountability - CHS earned a B rating under the new accountability system in 2018-19. [No accountability ratings for 2019-20]

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:

<u>Grade Level Standard:</u>	<u>Approached</u>	<u>Met</u>	<u>Masters</u>
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 African Americans 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 African Americans. For students labeled as economically disadvantaged, the disparity, although small, was evident in all subjects except Algebra.

College & Career Readiness - A total of 49 CHS students took the SAT during the 19-20 school year per the College Board. Others took the SAT/ACT outside of school. The number of test takers is likely to spiral downward since many popularly attended Texas universities are not requiring a score to be sent due to limited testing locations and dates due to COVID 19. CHS students were at the state average on the SAT. There is disparity in average scores by ethnicity for CHS. White students scored higher than the overall average, and Hispanic and African American 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 indicates lower reading scores for Hispanic students and students labeled economically disadvantaged compared to other student groups. The data for the last two years is trending upward showing improvement in this area.

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

Problem Statement 3: Accountability data for 2016-17 and ACT/SAT data for the last 5 years indicates low post secondary readiness for all students, but especially for African American 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: Research supports keeping class sizes smaller to positively impact student learning and student engagement.

Problem Statement 5: Students' writing skills overall are poor and lack academic vocabulary or other advanced communication characteristics. This is especially true for African American and Hispanic students, for students labeled as economically disadvantaged, or for students at-risk of dropping out of high school.

Problem Statement 6: Teachers throughout the campus are being under-utilized for collaborative data disaggregation for the campus as a whole and for their individual departments, which limits our ability to effectively implement instructional strategies and effectively utilize resources to meet the needs of students. **Root Cause:** Time and lack of instructional coaches.

Problem Statement 7: Due to the COVID 19 pandemic, there are many students who have been out of the traditional school setting since March of 2020, and do not have the supports at home, despite technology (laptop and/or hotspot) being provided, to learn as they would if physically present in school. Some continue to choose a virtual education in the Fall of 2020.

Problem Statement 8: 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 9: 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 10: There is a need to embed EOC preparation intervention courses into the master schedule **Root Cause:** Conflicts in master schedule due to increased offering without an increase in students

Problem Statement 11: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, all of which are threats to student health, safety, behavior, and learning.

School Culture and Climate

School Culture and Climate Summary

Discipline - An analysis of discipline data revealed that in 2019-2020 our staff generated 1310 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 66% of our referrals. Ninth graders had the highest number of referrals at 40%. In comparing the reasons for referrals given each six weeks of the school year. 38% 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 without missing instruction. The rest of the referrals were spread evenly through various student behaviors such as skipping class and class disruption. A huge concern this year is vaping in general, especially vaping on campus, including the use of THC products in the vape pens. A deterrent is needed to stop this epidemic.

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

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, and FCCLA

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 2019-20 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: 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 2: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. New issues have arisen on campus with vape pens, some of which are flavored tobacco products laced with THC, or pure THC, all of which are threats to student health, safety, behavior, and learning.

Problem Statement 3: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Problem Statement 4: Not all students who failed a course or multiple courses had any contact with teachers during or after the failure occurred as indicated by parent surveys and parent contact logs submitted by teachers. Research supports the practice of teachers and administrators working directly with parents for academic and behavioral reasons.

Problem Statement 5: Student Services Department offers numerous ways to meet student needs and involve the family and the community in the life of the school, yet these services are not being fully utilized by the campus beyond truancy or by teachers.

Problem Statement 6: Improve organization and procedures of the high school office

Problem Statement 7: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels

Problem Statement 8: Identify coherent sequences and update all 4-year plans

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CHS had an 83% retention rate of staff members for the 2019-2020 school year. We actively recruit at university job fairs to find the best possible candidates for teaching positions. Most job fairs in 2020-21 will be virtual making it difficult for principals in rural areas to compete with large, high-paying districts.

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

Problem Statement 3: Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve.

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

Problem Statement 5: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

Problem Statement 6: It is difficult for the technology department to keep up with the demands of the campus in a timely manner with the option for students to be virtual. **Root Cause:** COVID 19 pandemic; unforeseen questions, concerns, and challenges that could not all be anticipated; not enough technology staff.

Problem Statement 7: 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.

Problem Statement 8: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

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Problem Statement 11: Improve organization and procedures of the high school office

Problem Statement 12: Increase quantity and quality of communication from top to bottom, bottom to top, and throughout the levels

Problem Statement 13: Identify coherent sequences and update all 4-year plans

Problem Statement 14: All core teachers are now required to be ESL certified.

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

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Problem Statement 4: 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 5: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

Problem Statement 6: It is difficult for the technology department to keep up with the demands of the campus in a timely manner with the option for students to be virtual. **Root Cause:** COVID 19 pandemic; unforeseen questions, concerns, and challenges that could not all be anticipated; not enough technology staff.

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Problem Statement 8: There is a need to embed EOC preparation intervention courses into the master schedule **Root Cause:** Conflicts in master schedule due to increased offering without an increase in 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.

Problem Statement 3: Anecdotal data from counselors, administrators, and staff indicate a lack of comprehensive knowledge on students' part about career opportunities and interests. The root cause is a lack of communication systems and processes for disseminating information to students and parents and for promoting college and career opportunities to all students.

Problem Statement 4: Due to the COVID 19 pandemic, there are many students who have been out of the traditional school setting since March of 2020, and do not have the supports at home, despite technology (laptop and/or hotspot) being provided, to learn as they would if physically present in school. Some continue to choose a virtual education in the Fall of 2020.

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: There is a need to embed EOC preparation intervention courses into the master schedule **Root Cause:** Conflicts in master schedule due to increased offering without an increase in students

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

Problem Statement 5: Some teachers are not equipped with proper techniques or temperaments to handle classroom-level discipline and to model positive behavior supports for students.

Problem Statement 6: Research supports keeping class sizes smaller to positively impact student learning and student engagement.

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Problem Statement 13: 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 14: 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.

Problem Statement 15: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

Problem Statement 16: 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 17: 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.

Problem Statement 18: All core teachers are now required to be ESL certified.

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: It is difficult for the technology department to keep up with the demands of the campus in a timely manner with the option for students to be virtual . **Root Cause:** COVID 19 pandemic; unforeseen questions, concerns, and challenges that could not all be anticipated; not enough technology staff.

Problem Statement 2: Ongoing instructional and technical training for teachers and staff is needed. **Root Cause:** Lack of time and personnel in an ever changing world

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Problem Statement 4: Teachers, counselors, and administrators require ongoing professional development in the areas of academics, school leadership, and policy/procedures.

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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 21, 2020

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

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

Evaluation Data Sources: State EOC assessment data; student grades; other testing data

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain class size of a 20 to 1 average in the core areas. Strategy's Expected Result/Impact: Impact is measured by improved student performance in smaller classes. Staff Responsible for Monitoring: Administrators/Counselors Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the Fundamental Five as the basis of high impact instruction for all students. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase the necessary scientifically researched based materials and supplies to help implement the curriculum at the highest level. Strategy's Expected Result/Impact: Will allow the students access to world class curriculum and materials. Staff Responsible for Monitoring: Administrators/Department Heads Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: TEKS Resource System logins
Lesson Plans







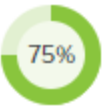









Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate among departments and with the junior high to align curriculum. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teacher from both campuses. Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate to produce common assessments and then design common lesson plans. Strategy's Expected Result/Impact: Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</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 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 Sources: Lesson Plans
STAAR scores
Unit Assessments



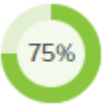













Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain class size of a 20 to 1 average in the core areas. Strategy's Expected Result/Impact: Impact is measured by improved student performance in smaller classes. Staff Responsible for Monitoring: Administrators/Counselors Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the Fundamental Five as the basis of high impact instruction for all students. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize Edgenuity to help differentiate and individualize learning for students. Strategy's Expected Result/Impact: Students will receive instruction in areas of weakness. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will implement an AVID elective course and implement the AVID WICOR strategies Strategy's Expected Result/Impact: Increase the higher level thinking skills for all students and improved outcomes for all students. Increase College and Career awareness/readiness for AVID students. Staff Responsible for Monitoring: District Director, Site Director, Administration, Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will create an AVID College and Career center that will assist students with information on post secondary opportunities in education and careers.</p> <p>Strategy's Expected Result/Impact: Improve students' knowledge on post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Administrators Counselors AVID Site Coordinator AVID District Director AVID Elective Teacher</p> <p>Title I Schoolwide Elements: 2.4, 3.2 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

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

Evaluation Data Sources: Increase in State assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Planning days are built into the district calendar. Strategy's Expected Result/Impact: Common lesson plans and assessments.</p> <p>Analysis of student data. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations. Strategy's Expected Result/Impact: Staff will be able to implement the curriculum at the highest level. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate among departments to align curriculum. Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate to produce common assessments and then design common lesson plans. Strategy's Expected Result/Impact: Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System.</p> <p>Impact is measured by student performance on common assessments. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Use the Fundamental Five as the basis of high impact instruction for all students.</p> <p>Strategy's Expected Result/Impact: Implementation is measured by teacher lesson plans and walk-through data.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

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

Evaluation Data Sources: Unit Tests, STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ELPS instruction for teachers. Strategy's Expected Result/Impact: Impact is measured by inclusion of ELPS strategies in classroom instruction. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Edgenuity to help differentiate and individualize learning for students. Strategy's Expected Result/Impact: Students will receive instruction in areas of weakness. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunity for professional development training to all staff to ensure that we meet the needs of all of our students represented in our student populations. Strategy's Expected Result/Impact: Staff will be able to implement the curriculum at the highest level. Staff Responsible for Monitoring: Administrators/Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</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 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 Sources: Discipline reports; bullying reports

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

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.

Strategy 1 Details	Reviews			
Strategy 1: CHS will conduct safety drills Strategy's Expected Result/Impact: Improve campus safety Staff Responsible for Monitoring: Administrators, SRO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: CHS will have a locked door policy Strategy's Expected Result/Impact: Improve campus security Staff Responsible for Monitoring: Teachers, Administrators, SRO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Waiver from the CPR requirement due to COVID-19 school closure for Cuero ISD for 2019-2020 school year. Waiver will apply for 2019-2020 senior level students only; grades 9-11 will complete the CPR requirement during the 2020-2021 Fall Semester provided schools are in session. This waiver will enable seniors to be able to graduate waiving the CPR requirement. TEC 28.0023 and applicable rules in TAC 7438 Strategy's Expected Result/Impact: Safety & Well-Being of Teachers, Staff, and Students Staff Responsible for Monitoring: Principals; District Nurse; Asst. Superintendent of Curriculum & Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <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>Discontinue</p> </div> </div>				

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





Edit Remove

Performance Objective 3: CHS will improve the safety and security of the campus main entrance including window and glass film installation to increase emergency response time.

Evaluation Data Sources: Work order completion





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

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents.</p> <p>Strategy's Expected Result/Impact: Improve parental-school partnership.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS seeks to hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up, Band Concerts, Choir Concerts, Art Exhibits, and Athletic Events. To the extent applicable, events will be virtual or at limited capacity due the COVID 19 pandemic.</p> <p>Strategy's Expected Result/Impact: Improve parental-school partnership</p> <p>Staff Responsible for Monitoring: Teachers, Sponsors, Administrators</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact.</p> <p>Strategy's Expected Result/Impact: Improve student attendance and academic outcomes</p> <p>Staff Responsible for Monitoring: Student Services, Counselors, Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for parent involvement and training.</p> <p>Example: Parental Involvement Conference</p> <p>Strategy's Expected Result/Impact: Improve parental-school partnership</p> <p>Staff Responsible for Monitoring: Student Services, Counselors, Administration</p> <p>Title I Schoolwide Elements: 3.2</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 by highly qualified teachers and staff.

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





Strategy 1 Details	Reviews			
Strategy 1: We will attend university job fairs to recruit the best candidates for teaching positions Strategy's Expected Result/Impact: Improve the quality of the applicant pool Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Promote and increase College and Career Readiness.

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

Targeted or ESF High Priority





Evaluation Data Sources: Certification list/CCMR Report

Strategy 1 Details	Reviews			
Strategy 1: Staff will be trained to industry standards for the certifications they will help students achieve Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <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>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)]

Strategy 1 Details	Reviews			
Strategy 1: CHS will schedule visits from college/trade school recruiters Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administrators TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: CHS will host a college and career fair Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: CHS students will take the ASVAB career inventory test Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administration TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: CHS will host a "Breakfast with the Stars" Strategy's Expected Result/Impact: Increase student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: CHS will schedule two nights to assist parents and students with the completion of the FAFSA for post secondary financial aid Strategy's Expected Result/Impact: Improve student's knowledge of post secondary opportunities Staff Responsible for Monitoring: Counselors, Administration Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CHS will create an AVID College and Career center that will assist students with information on post secondary opportunities in education and careers.</p> <p>Strategy's Expected Result/Impact: Improve student's knowledge of post secondary opportunities</p> <p>Staff Responsible for Monitoring: Administrators Counselors AVID Site Coordinator AVID Elective Teacher</p> <p>Title I Schoolwide Elements: 2.4, 3.2 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <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>Discontinue</p> </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 ELA II	.14
C. Eichhorn	Aide	Credit Recovery	1.0
D. Blank	Teacher	Math - Algebra I EOC	.29
M. Rangnow	Teacher	SWAS	0.71
N. Anderson	Teacher	Math - SWAS	.14

Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Kimberly Fleener	Principal
Parent	Laura Carnes	Parent
Classroom Teacher	Paige Baros	Teacher
Classroom Teacher	Amy Crain	Teacher
Classroom Teacher	Michelle Stanford	Teacher
Classroom Teacher	Denys McCarter	Teacher
Classroom Teacher	Tifani Hilburn	Teacher
Classroom Teacher	Amy Arlitt	Teacher
Classroom Teacher	Maria Ling	Teacher
Non-classroom Professional	Gina Rico	Counselor
District-level Professional	Jack Alvarez	Athletic Director
Community Representative	Sarah Pena	Community Representative
Classroom Teacher	Don Salm	Teacher
Classroom Teacher	Greg Nemecc	Teacher

Addendums

CUERO ISD



Strong Start Plan

On-Site Instruction

Health and Safety Protocols

Screening

- All staff members are required to self-screen for COVID-19 symptoms prior to reporting to work each day on a school approved screening form. If a staff member is experiencing any of the symptoms listed below in a way that is not normal for them, the campus administrator will be notified, and the staff member will not report to the campus. Symptoms to screen for include:

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

- Parents/guardians are expected to screen their students for these COVID-19 symptoms each day prior to sending their student to school. Students who are experiencing symptoms in a way that is not normal for the student will be kept home from school. Students who ride the bus must be screened by the parents/guardians before boarding the bus each morning.

- Teachers will monitor students throughout the day and refer to the nurse if symptoms are present in a way that is not normal for the student.

Presence of Symptoms

- Each campus will designate an office or room for the nurse with sufficient space to allow for social distancing (at least 6 ft).

- When a student displays symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when the student needs to be sent home.
- Students who are ill will be removed from the classroom. Parents/guardians will be notified and should make arrangements to pick the student up within 30 minutes. After being sent home, students must meet the district defined criteria before returning to school.
- Students exhibiting mild symptoms who are able to complete work from home may engage in remote learning while absent from school.
- Staff members displaying COVID-19 symptoms will follow district protocols for separation from students and other staff members, testing and returning to work. For individual guidance, staff members should contact the CISD Risk Management or Employee Benefits offices.

Confirmed Diagnosis

- If an individual who has been in a school is lab-confirmed to have COVID-19, the school district will notify DeWitt County Health Department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in on campus activities.
- When a student or staff member receives a confirmed diagnosis of COVID-19, the district will notify staff members and parents/guardians of students known to have had close contact with a COVID-19 positive student or staff member.

Close contact is considered

- A. Being directly exposed to infectious secretions (IE. being coughed or sneezed without a mask or face shield) or**
- B. someone who was within 6 feet of an infected person for 15 minutes cumulatively starting from 2 days before the infected person's illness onset or 2 days prior to them being tested for COVID-19.**

- Students and staff who have tested positive for COVID-19 will be required to submit a medical release from a physician's office or health department prior to returning to school.

- In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:

- i. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications);
- ii. the individual has improvement in symptoms (e.g., cough, shortness of breath);
- iii. and at least ten days have passed since symptoms first appeared.

- In the case of an individual who is considered close contact and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.

- If an individual is sent home by school nurse having had symptoms that may be COVID-19 and wants to return to school:

- i. obtain a medical professional's note clearing the individual for return based on an alternative diagnosis
- ii. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications)

Suspected or Sick Household member

If you have children attending school or are a staff member and you suspect anyone in your household has COVID-19 or is being tested, everyone in your house must quarantine until confirmation of a negative. If anyone in your house tests positive all students and parents must quarantine. DO NOT send suspected COVID-19 infected children or their siblings to school if under suspicion, waiting on test results, or a positive test has occurred in your household.

The individual may return to school when all three of the following criteria are met:

- i. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications);
- ii. the individual has improvement in symptoms (e.g., cough, shortness of breath);
- iii. and at least ten days have passed since symptoms first appeared.

OR

iv. Release from a doctor.

Face Coverings

- To create a safe environment for CISD staff and students, CDC recommendations for face coverings will be followed. All staff and students will utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, cafeteria, etc. Face coverings will also be utilized to the greatest extent possible in the regular classroom setting. If social distancing can be achieved or partitions are in place masks may be removed.
- For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
- It may be impractical for students to wear masks or face shields while participating in some activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students and staff who are not wearing masks or face shields.
- Facemasks may be any color or design, but may NOT depict alcohol, tobacco, drugs, sexually-related, offensive, or inappropriate for the school setting images or language. Principals have sole discretion of what is inappropriate.
- Students and staff will be responsible for their own facial coverings.

Social Distancing Every effort will be made to implement recommended social distancing in the school setting. See *Work and Learning Environment* section of document for details.

Campus Visitor Protocols

Visitor Access to Building

- In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office.
- Families are encouraged to contact the office by phone rather than entering the building.

Visitor Screening & PPE Requirements

- All individuals entering the building and visiting the office area will be required to wear a face covering and complete a school provided screening.
- In extremely rare situations when individuals must move beyond the office area:
 - All visitors will be screened through the use of a symptom screening form.
 - Physical distancing of a minimum of 6 ft. will be followed.

Disinfecting and Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations

- On the first day a student attends school on campus, the school will provide instruction on appropriate hygiene practices and other mitigation practices adopted in the local school system.
- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Hand sanitizer will be provided each time students enter or leave the classroom.
- Hand sanitizer will be provided if students move to a different work location within the classroom.
- Students will be required to thoroughly wash hands after recess, before eating and following restroom breaks.

Supplies and Materials

- The sharing of supplies will be extremely limited. When supplies must be shared, they will be sanitized after each use.
- Staff/ Students will utilize disinfectant wipes to sanitize high-touch and working surfaces.

Campus Cleaning Protocols

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Buckets of sanitizing wipes are available in each classroom and common areas to maximize room cleanliness.
- Custodians will utilize face coverings and will sanitize hands before moving from room to room.
- If in use, the cafeteria will be disinfected between lunch periods.
- Staff/Students will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Additional Cleaning Measure for COVID-19 Positive Cases on Campus

- If a staff member or student receives a confirmed COVID-19 diagnosis, the school will close off areas that were heavily used by the individual and thoroughly clean the areas using disinfecting cleansers, unless more than 10 days have already passed since that person was on campus.

Work and Learning Environments

Classroom Configurations and Procedures

- Desks or tables will be socially distanced as much as instructionally possible with a goal of maintaining a distance of 6ft between individuals. In classroom spaces that allow it, student desks will be placed a minimum of six feet apart. In classrooms where students are regularly within six feet of one another, more frequent hand washing and/or hand sanitizing will occur and face coverings/masks will be required at all times.
- Class sizes will be kept small when possible.
- To the greatest extent possible, contact with individuals from other designated student groups will be limited.
- Group work may be implemented while maintaining appropriate distancing and safety measures.
- Any materials or furnishings that must be used by multiple students will be cleaned with disinfectant wipes following each use.

- Students will have their own designated materials and supplies. This includes individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain separation from other classroom groups to the greatest extent possible.
- Supplemental services will be provided while maintaining safety protocols.
- The recommended procedures will be applied to all classroom settings, including special education locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Common Areas

- Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms and other meeting rooms.
- Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between uses. When needed, students will bring personal supplies from the classroom. All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- Virtual meetings will be utilized when possible.
- In-person meetings will maintain social distancing and facial coverings will be required.

Restrooms

- Students will be oriented on cleaning and safety protocols in the first week of school.
- Proper handwashing technique will be taught to all students and consistently reinforced.
- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure monitoring of social distancing guidelines.
- The number of occupants utilizing each restroom at any given time will be limited to mitigate the chance of exceeding maximum occupants per social distancing.

- After a restroom break, students will be required to wash hands and/or use hand sanitizer before reentering the classroom.
- Restrooms will be disinfected at multiple times throughout the day.

Transitions, Arrival and Dismissal

Transitions

- Where possible, one-way traffic throughout campus corridors will be established.
- Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.
- When possible, it is recommended that students make transitions outside of the building.
- When transitioning during the day working surfaces will be cleaned every transition.

Arrival

- Buildings will open at 7:30 a.m. with students reporting directly to classrooms.
- Students arriving prior to 7:30 a.m. will wait in cars with parents until the buildings open.
- Families of walkers who arrive prior to 7:30 will be contacted and asked to make adjustments to arrival times.
- When possible, separate entrances will be utilized to reduce traffic when possible.
- All staff will be utilized for morning duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- Visitors will not be allowed in the building during arrival.
- Campus-specific bus procedures will be established.

Dismissal

- All staff will be utilized for afternoon duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- Student groups will remain separated until students are called for pickup.
- Campus may designate staggered dismissal groups. (for example, staggering the groups of walkers, car riders, bus riders and daycare students will help manage

student movement in the building and decrease the risk of potential crowding outside at dismissal time.)

- Separate exits will be utilized if possible.
- Campus-specific bus procedures will be established.

Daily Schedule

Start time: 7:55 with staggered arrival times

End time: 3:30

Breakfast

- Breakfast will be served to students following the campus-specific procedures which are dependent on space, staffing and student counts.
- Breakfast will be eaten in the classrooms following the campus's breakfast procedures.

Lunch

- Meals will be individually packaged.
- Campuses will develop campus-specific lunch procedures dependent on space, staffing and student counts.
- Masks will be worn in the lunch line. Social distancing protocols will be followed during lunch periods with the goal of having students sit 6ft. apart.
- Interaction between classroom groups will be limited during lunch periods
- Parents/Guardians are prohibited from having lunch on campus with students.
- Student's may bring their own. No food delivery to campuses.

Recess

- Staggered recess schedules will be utilized with classroom groups assigned to different outdoor areas for recess.
- All students and staff will be required to use hand sanitizer before entering the playground and upon exiting the playground.
- In addition to recess, classroom brain breaks will be implemented to ensure students have ample opportunities for movement within the classroom setting.

PE/Music/Guidance/etc.

- PE classes will be conducted outdoors when possible with classroom groups separated as much as possible. Appropriate social distancing measures will be followed. Students and staff will wear face coverings when transitioning to PE and recess but will not be required to wear them during exercise while maintaining social distancing.
- Students will use their own art supplies.
- Music and PE equipment will be sanitized and wiped down after each use.
- When possible, “block classes” such as music, library, guidance, etc. will meet in the group’s designated homeroom classroom. In circumstances that allow it teachers will move from classroom to classroom rather than students moving.

Busing

- Face covering will be worn during the entire bus trip.
- Students who need to ride the bus will complete a bus registration process.
- In order to reduce the number of students on the bus, families are encouraged to provide their own transportation if at all possible.
- A student exhibiting ANY symptom of COVID-19 may not board the bus and needs to remain at home. Students with mild symptoms who are able to complete work at home may contact the school for remote learning assignments.
- Students will use hand sanitizer when boarding the bus.

Field Trips

- Field trips will be conducted virtually.
- At this time, off-campus field trips will not be scheduled.

Campus Events

- No in-person assemblies will be held in the fall.
- Technology-training sessions will be held to familiarize parents with district instructional programs.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.

- Parents will be allowed to attend class performances virtually.
- Extracurricular attendance will be posted at a later date pending UIL directives.

Remote Instruction

General Expectations for Remote Learning

- The goal of remote instruction is high levels of learning for all students.
- The remote instruction model for students requires a strong partnership between the teacher and family. Family training sessions to ensure families are able to access online resources and have the information necessary to successfully access work will be conducted during the first week of the school year, and ongoing, two-way communication between the teacher and the family is an essential component of the remote instruction model.
- Remote instruction and activities are designed to ensure that students continue learning at the pace of the current Cuero ISD scope and sequence and gain the reading, writing, social studies, and mathematics skills essential to their future success. Student academic work will ensure engagement that is equivalent to direct content work that the students would be engaged in over a normal school year.
- To ensure high levels of learning for all students, the students' learning schedule will require students to participate in asynchronous learning. It will be vital for teachers and parents to openly communicate the schedules for the students.
- Teacher interaction with students will be predictable, following a regular, clearly-defined schedule.
- Teachers will schedule live, interactive sessions (for tutorials) with students and will have daily office hours during which they will be available to provide additional instructional support to parents and students.
- Students will be expected to participate in learning sessions and submit assignments on a daily basis (Monday- Friday).

- ARD committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually to ensure all IEP requirements are met.

Each student's daily participation status will be determined by monitoring:

- Student progress (as defined in the approved learning plan) as assessed during live teacher/student interactions
- Student submission of daily assignment(s)

Families should expect to spend a minimum of 240 minutes daily completing asynchronous learning activities and an additional 45 minutes of ongoing practice and application of skills.

Instructional Design of Remote Instruction

Remote instruction in all grades will be asynchronous instruction only.

Asynchronous instruction is defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Asynchronous instruction includes pre-recorded videos.

Students working online are required to watch all videos daily according to schedule and complete exit assignments for attendance.

All remote instruction will include:

- Daily interactions with the teacher, as necessary
- TEKS-aligned curriculum resources that follow a logical course sequence
- Formal and informal assessments that ensure continued information on student progress
- Continued opportunities to review and reinforce essential skills
- Specifically designed resources and/or accommodations and modifications to support students with disabilities, English Learners and students in need of enrichment

Families selecting the remote instruction option will receive a schedule for face to face instruction, a suggested schedule for asynchronous work, log in information and guides for using Google classroom/ZOOM/SEESAW. In addition, families will receive a year in glance (YAG) and lesson plans upon request.

Remote Instruction Schedule

Expectations and requirements for time spent in asynchronous instruction and types of assignments will vary depending on the student's grade level. Teachers will plan asynchronous instruction for each day.

Students selecting the remote instruction option will be required to log in to Google classroom/ZOOM/SEESAW and participate in interactive sessions daily. Elementary students may need an adult present to assist them in logging in to asynchronous learning sessions.

Determining Student Progress

To ensure high levels of learning, student progress must be monitored on a daily basis. During remote instruction, student progress will be assessed using both informal and formal assessment practices.

Essential skills and student learning targets for each unit will be identified in the unit outline provided to families. Throughout the unit, progress will be monitored using:

- Daily assignments
- Completed independent practice assignments
- Performance assessments

For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

Grading Practices

Grading policies for remote student work are consistent with district grading guidelines as outlined in the District Grading Guidelines: EIA (legal) and (local).

Intervention and Enrichment

Intervention and Enrichment through small group instruction will be scheduled for students to best meet their individual academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group instruction and digital platforms. Teachers will provide students a plan for the activity to be completed during this designated time.

Travel

In state travel, if you travel to an area with COVID-19 travel bans, to return to school you must meet the following criteria:

- Doctor's release saying you are safe to return to school or;
- COVID test confirming a negative or;
- Quarantine for 10 days

Out of state travel, to return to work you must meet the following criteria:

- Doctor's release saying you are safe to return to work or;
- COVID test confirming a negative or;
- Quarantine for 10 days

Out of state travel, state traveled to requires mandatory quarantine, to return to work you must meet the following criteria:

- Quarantine for 10 days after arrival home

Out of country travel or cruises, to return to work you must meet the following criteria:

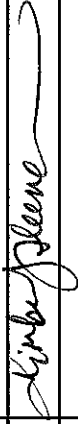





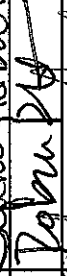

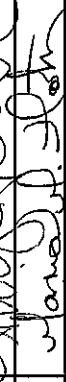
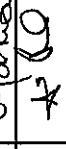
- Quarantine for ten days after arrival home and get release from doctor or negative COVID test.

Campus Performance Objectives Committee

Meeting Date: September 8, 2020

12:15 PM

Cuero High School Library or via Zoom

Committee Role	Name	Position	Signature
Administrator	Kimberly Fleener	Principal	
Parent	Laura Carnes	Parent	
Classroom Teacher	Paige Baros	Teacher	
Classroom Teacher	Amy Crain	Teacher	
Classroom Teacher	Michelle Stanford	Teacher	
Classroom Teacher	Denys McCarter	Teacher	
Classroom Teacher	Tifani Hilburn	Teacher	
Classroom Teacher	Robin Hermes	Teacher	
Classroom Teacher	Amy Arlitt	Teacher	
Classroom Teacher	Maria Ling (tbtz)	Teacher	
Non-classroom Professional	Gina Rico	Counselor	
District-level Professional	Jack Alvarez	Athletic Director	