

# Cuero Independent School District

## Cuero Junior High

**2019-2020**

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Social Studies



**Board Approval Date:** September 16, 2019

**Public Presentation Date:** August 28, 2019

# Mission Statement

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

Cuero ISD is "Committed to Excellence."

## Vision

Cuero Junior High School strives to inspire and motivate the visionary leader in each student and teacher by creating and fostering a positive and collaborative environment that embraces rigorous and relevant expectations to promote student success in all endeavors.

"It's always a great day to be a Cuero Junior High Gobbler!"

## Core Beliefs

CJH believes that all students, regardless of ability, can reach their maximum potential.

CJH believes that our efforts should be focused on supporting teachers in assisting students in transitioning from elementary school to JH, JH to HS, and life beyond school.

CJH believes professionals are life-long learners in pursuit of new skills and ways to apply those skills.

CJH believes that the development of quality and sincere relationships with staff members, who serve as role models for students, positively impacts long-term student success.

CJH believes that staff and student accomplishments achieved through effort and hard work are valuable and should be celebrated.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In 2019-2020, CJH remains a grades 6-8 Title I campus, under the same leadership as last year, having retained the same principal, assistant principal, and counselor. With 42 teachers (10 shared with CHS) and 5 instructional paraprofessionals, the CJH campus offers students strong core content provided by experienced educators while offering the students a variety of elective courses including a new choice for 7th graders: College and Career Readiness fueled by the AVID curriculum. Additionally, all 6th graders continue to enroll in a one semester Pre-Teen Leadership class coupled with a one semester Technology course. This new set-up was developed in 2018-19 and designed to meet the needs of incoming 6th graders by providing an opportunity to learn the technology skills necessary to be successful in JH plus provide exposure to the curriculum that helps students focus on their goals and develop the socio-emotional skills necessary to hone in on their individual potential. Currently, student enrollment is increasing and could reach 500 students in 2019-20. In 2018-19, there were about 473 students to start the year and 460 students to close the year (Hispanics were 50.32%, Caucasians were 35.31%, African Americans were 10.78%, Two or More Races were 3.38%, and Asians were 0.21%). Overall attendance for the 2018-19 school year was 95.5%. 6th graders represented 35.10%, 7th graders 35.73%, and 8th graders 29.18%. 53.28% were male students and 46.72% were female students. 3.17% were LEP students, 61.10% economically disadvantaged, 1.69% military connected, 0.21% in foster care, 6.77% dyslexic, 0.21% migrant, 48.84% eligible for free/reduced meals, 3.17% ESL, and 6.34% GT, 13.11% special education, 29.81% CTE participants, 47.15% At Risk, and 4.65% Homeless/Unaccompanied Youth.

### Demographics Strengths

Attendance at Cuero Junior High School has remained steady over the years and most students who start school in Cuero ISD go on to graduate from CHS. In order to keep with this trend, the campus will continue to offer Perfect Attendance free dress days for students who meet the criteria each 6 weeks, along with an Honor Roll Breakfast for students who are not only at school each day but go the extra mile by earning their place on the "A" Honor Roll. Those names are also submitted to The Cuero Record for publication following each 6 weeks. Most families are very happy with our school as indicated by the vast number of transfer requests the campus receives each year. While still a largely rural school district, Cuero is slowly beginning to reflect more diversity in some sub-populations and grade levels. With the addition of Robotics and College and Career Readiness fueled by the AVID curriculum, students at JH are able to begin a consistent connection with a post-secondary pathway to college or a career.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** A high percentage of economically disadvantaged students is a significant concern for our campus since studies confirm that families living in poverty are often those with gaps in learning and at-risk of not graduating. **Root Cause:** Generational poverty and a lack of educational materials at home and/or someone who can assist the children with their learning (value of completing schoolwork and advancing to the next grade level).

# Student Achievement

## Student Achievement Summary

A significant strength in the area of student achievement is the commitment of the faculty/staff at CJH. CJH is committed to high-quality instruction, setting high standards in the classroom, implementing the Fundamental 5, and AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), strategies campus-wide. In addition, the campus provides daily tutorial opportunities with certified teachers every afternoon, computer programs available to help remediate and/or accelerate students, a 3 tiered intervention program, and a grading policy that gives students a second chance to demonstrate mastery, when needed. The need to keep supplemental curriculum in grade 8 science (Summit K12 online) and Kesler Science Inquiry Labs for grades 6-8 has been requested and shown to increase both our 8th grade STAAR Science passing rate and course passing rates. Continued use of a Region 3 ESC consultant prior to the 8th grade STAAR test, someone who works directly with the 8th grade students for the day, has also been requested. An increase in our grade 8 Social Studies STAAR was realized after utilizing this service including a TEA distinction in Social Studies. There is also the need to send additional teachers and staff to the AVID Summer Institute 2020 and/or other AVID updates, Pathways offered locally, as well as a required purchase of the AVID campus library, AVID tutors two days a week for 3 College and Career Readiness sections, AVID field trips to colleges and AVID sponsored events in order to fully implement this important initiative with our 8th grade elective class and 7th grade elective classes. Administrators and core teachers will also need to attend Lead4ward trainings and other updates through Region 3 in order to stay abreast of accountability updates and better prepare students to be successful in academic curriculum and on state testing. Since academic success often times goes hand in hand with appropriate student behavior, training for teachers in deescalation and dealing with volatile students is also a must. Funding for core subject (ELAR, math, science, social studies) PLCs and ESL PLCs is needed in order to ensure vertical alignment, time for discussion regarding the rigor of the STAAR test questions, and to prepare any remaining or new teachers to take and pass the ESL exam so that CJH can better serve our ESL population.

## Student Achievement Strengths

In 2017-18, Cuero Junior High School "Met Standard" in all areas identified by TEA as well as received the following distinctions:

ELA/Reading Distinction

Mathematics Distinction

Science Distinction

Post-Secondary Readiness Distinction

Comparative/Closing the Gaps Distinction

In 2018-19, Cuero Junior High School received a "B" rating overall and distinction in: Social Studies.

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

**Problem Statement 1:** 6th grade STAAR Reading scores are an area of concern despite grade level to multiple grade level reading gains using Reading Plus on the recommended plan during the school year. **Root Cause:** Incoming 6th grade students as a whole arrived at JH well below grade level and with significant discipline issues.

**Problem Statement 2:** 6th & 7th grade STAAR Math scores are a concern despite the implementation of a 45 minute Tiered Math RtI program that meets daily and math classes taught by trained, experienced teachers. **Root Cause:** Incoming 6th grade students as a whole arrived at JH well below grade level and with significant discipline issues.

**Problem Statement 3:** 7th grade STAAR Writing scores are an area of concern despite focused efforts geared toward improvement by trained, experienced teachers. **Root Cause:** Students lack basic vocabulary knowledge and pre-writing strategies necessary to be successful writers. When coupled with students' lack of background knowledge in general, writing is difficult to impossible for some.

**Problem Statement 4:** 8th grade STAAR Science continues to be an area of concern despite a slight increase in scores for the 2017-18 school year. **Root Cause:** Challenging concepts, lack of student interest, and student apathy continue to be issues.

**Problem Statement 5:** 8th grade STAAR Social Studies continues to be an area of concern despite the campus receiving a distinction designation in Social Studies for the 2018-19 school year. **Root Cause:** An enormous amount of detailed information from a lengthy time period and student apathy continue to be issues.

# School Culture and Climate

## School Culture and Climate Summary

An analysis of discipline data does indicate that certain teachers initiate the vast majority of referrals and that many issues could be avoided with better classroom management. Top referral offenses for 2018-19 were: defiance, tardiness, class disruption, out of assigned area and disrespect of staff. 69% of all students referred to the office were male. Over 45% of the students referred to the office were from the 6th grade. During the 2018-19 school year, the Minor Incidents tab in Educator Handbook was used by teachers to document their involvement in handling Level 1 offenses, which lowered our number of referrals by 986. Adequate classroom management and increased parent contacts will contribute to this trend. Information from Capturing Kids' Hearts was shared with the faculty and new procedures were put in place to better manage 6th grade transitions. Building relationships will be key during 2019-20. The College and Career Readiness program, fueled by AVID, will also begin to build leadership capacity within our students and eventually expand campus-wide beginning with WICOR strategies.

## School Culture and Climate Strengths

The CJH faculty/staff is a strong, family-oriented group who want what's best for the students of CJH. They strive every day to ensure that a growth mindset remains our central focus. All are committed to being role models for our students and building healthy, professional relationships with our CJH students.

Student Involvement: Student groups active on campus include AVID, Band, Book Club, Choir, Gobbler Ambassadors, National Junior Honor Society, Spanish Club, Spelling Bee, Sports (basketball, cheerleading, football, tennis, track, and volleyball), Student Council, Teens 4 Christ, Theatre Arts, and UIL Academics

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** A small group of students, and their parents, do not value education. **Root Cause:** Multi-generational apathy; parents unwilling to hold their child accountable for their actions; failure to follow the chain of command; CYFL and other sporting events perceived as more important than homework, rest, or school attendance.

**Problem Statement 2:** Too many discipline referrals by a small group of teachers who could have handled these Level 1 infractions in the classroom. **Root Cause:** Poor classroom management; inability to create relationships with students; and PBIS/Capturing Kids' Hearts/AVID strategies not fully utilized.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Cuero ISD participated in several job fairs to recruit teachers. Specifically, the principal recruited at Texas State University in San Marcos, Texas A&M University in College Station, Texas A& M University at Corpus Christi, and at the Region 3 ESC Job Fair in Victoria. Job openings were advertised in The Cuero Record, The Victoria Advocate, The Thrifty Nickel, and on the Cuero ISD, TASA, and TASSP websites. The need to continue these efforts is quite pressing due to the inability to secure enough quality educators and the likelihood that several teachers will be needed for 2020-21 since several have indicated they will retire. Like elsewhere in the state, it has become challenging to find secondary Math, Science, and Spanish teachers who meet ESSA when there are vacancies due to many of these professionals not pursuing the teaching field.

All Cuero Junior High School faculty members meet ESSA guidelines and have the opportunity to participate in up to 4 or more professional development days prior to the start of the 2019-20 school year to earn comp days that are built into the school calendar. New teachers have experienced mentors (department heads) and meet periodically with the principal in order to ensure success. Additionally, teachers new to the profession are mentored through the Region 3 ESC New Teacher Academy. Each teacher is offered a desktop or laptop computer and iPad along with ongoing support from our campus assigned Instructional Technologist. The campus will continue to implement The Fundamental 5 and instructional rounds. Stipends are given to any teacher who teaches a for-HS credit math class, is a lead teacher in a special education classroom, and in several other high need areas, in order to help attract individuals with those certifications to our secondary schools

## Staff Quality, Recruitment, and Retention Strengths

All but one existing 8th grade and elective teacher will return for the 2019-20 school year.

CJH retained our part-time Spanish I teacher and Spanish Club.

All remaining core teachers who are not already ESL certified received ESL training over the summer of 2019 and are ready to take their ESL certification test in the Fall of 2019.

All but four of our new hire teachers come with some level of experience and certification.

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

**Problem Statement 1:** There is a teacher shortage in Texas, especially in rural areas, that directly impacts CJH's ability to hire high quality instructors.

**Root Cause:** There are fewer people entering the teaching profession due to low pay, diminishing retirement benefits, and teachers not being seen as

professionals.

**Problem Statement 2:** Overall enrollment is at an all time high. Buildings are near capacity especially in common areas such as the cafeteria where students must eat in the foyer between the gym and cafeteria as well as in an outdoor courtyard. The gym, storage areas, offices, and meeting rooms are often over-booked. **Root Cause:** Increasing enrollment, continued transfer requests, and budget constraints limit our ability to expand.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The TEKS are documented in lesson plans and are supported through the TEKS Resource System (vertical alignment) as well as supplemental programs (Edgenuity, Reading Plus, Study Island, Khan Academy, Pearson ELAR) coupled with best practices. Assessments include those through Reading Plus, teacher created core content area benchmarks, and reading and math assessments through Renaissance STAR. 7th grade students who are not successful on STAAR Reading in 6th grade are administered the Texas Middle School Fluency Exam during the 1st 6 weeks of 7th grade.

## Curriculum, Instruction, and Assessment Strengths

Strengths include: use of the TEKS Resource Center for vertical alignment, access to DMAC for benchmarking to inform instruction; maximizing the growth opportunities in vocabulary, comprehension, and fluency available by utilizing the Reading Plus Program; access to STEMSCOPES and Gizmos in science; access to Study Island for special education students; access to BrainPop and Edgenuity in all classes; offering STAAR review through Mentoring Minds and SummitK12 materials, offering Tier 2 and Tier 3 RtI classes; and customized professional development opportunities for teachers in the summer in order to earn comp days during the school year.

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

**Problem Statement 1:** Low 6th & 7th grade STAAR Math scores **Root Cause:** Transition year for 6th grade students; new and/or inexperienced teachers or teachers with attendance issues; discipline issues in 6th grade; and core teachers not differentiating instruction to adequately meet the needs of students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents, family members, community members, and friends all enjoy the many performances and campus events each year: Schedule Pick-Up/Meet the Teacher; Band Concerts; Choir Concerts; football, volleyball, basketball, cheer, tennis, track, and cross country events; Spelling Bee; UIL Academic Competitions; AVID events; Investigating Careers events including our annual College & Career Day; Theatre Arts events; Spanish Club events; Book Club events; STUCO sponsored events, NJHS Induction and events; Let's TACOBOUT Junior High 5th grade transition event; District Art Show; ELAR presentations in the library.

CJH events are communicated through memos sent home with students, emails, phone calls, parent-teacher conferences, Cuero ISD website, Blackboard Connect, Remind 101, District Facebook, and the Cuero Record.

## Parent and Community Engagement Strengths

The community is involved with the schools and is definitely supportive and willing to volunteer or make donations when there is a need.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is a sharp contrast in parental involvement at the JH level as compared to the elementary years, from a complete lack of parental involvement to parents handling everything for their student. **Root Cause:** For the most part, many students discourage their parents from being involved at their school during the regular school day and some parents are no longer able to assist their child academically as they once could in elementary school.

# School Context and Organization

## School Context and Organization Summary

CJH has an eight period school day plus a breakfast, brunch, and lunch. This schedule enables CJH to schedule small group math and reading RtI classes as well as allows students who cannot, or do not want to eat breakfast before school, to have a chance to eat brunch following first period. Students who pass the STAAR test (Approaches or Better) are able to take multiple elective classes in order to explore subjects of their choice, while those who do not, are scheduled into Math or Reading Improvement classes so that core curriculum gaps can be adequately addressed.

School Safety is a top priority. A buzzer at our front entrance was installed during 2018-19 so that the receptionist has control over who enters the building. The front is able to see and communicate with the person requesting entry. Camera footage of the campus is up at all times on the computers of designated staff to better monitor the comings and goings of visitors to maintain safety. The SRO is very visible and works closely with administration to ensure smooth transitions for students between classes, during lunch, before and after-school; assists in maintaining safety at all times; promotes an anti-Bullying campaign; and forms a bond with students to ensure that law enforcement is seen as the heroes they are, willing to risk their lives for the safety of others.

## School Context and Organization Strengths

The Fundamental 5 continues to be implemented with fidelity. All teachers frame their lessons, post the "I will: We will:" statements, work in the power zone as much as possible, and incorporate WICOR strategies into their lessons. The lesson plan format was slightly redesigned as was the walkthrough form to reflect use of WICOR.

Walkthroughs are performed on all teachers on an on-going basis for the purpose of continuous improvement.

The 6 department heads (ELAR, Electives, Math, Science, Social Studies, and Special Education) are strong leaders who work well with administration, teachers, aides, and office staff to ensure good communication and campus planning.

The AVID Site Team is instrumental in making AVID a school-wide initiative and ensuring it's expansion.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Walkthroughs increased from the 2017-18 school year, but more are needed to obtain accurate data in order to improve instructional practices campus-wide. **Root Cause:** Discipline issues with the incoming 6th grade population; a new hire teacher who resigned during the Fall semester; and the start of an AVID program on campus impacted the number of walkthroughs that could take place.

# Technology

## Technology Summary

CJH has an Instructional Technologist assigned to our campus to support technology needs. Classrooms in the 8th grade wing are also equipped with flat panel smart displays. In addition to a computer lab, most classrooms have either a class set of iPads or share a class set with a neighboring room. Students also have access to learning apps and online learning opportunities to enhance and/or remediate instruction.

## Technology Strengths

In Cuero ISD, there is a distinct focus on 21st Century learning. All teachers have either a Macbook/ipad, Dell laptop/iPad, and/or a desktop computer in their classroom. Wireless connectivity is reliable and allows faculty/staff and students to use iPads anywhere in the school or outside the school for learning activities. Professional development in the area of technology is also offered each summer to teachers who earn comp days for attending. The technology department is knowledgeable, helpful, and ready to assist, as needed.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Most lesson plans lack instructional technology integration. **Root Cause:** Ongoing support in this area is lacking due to the technology department's workload.

**Problem Statement 2:** Incoming CJH students are extremely proficient in the use of a cell phone but lack basic skills in using a personal computer for academic purposes. **Root Cause:** Students grew up using cell phones but have not had formal instruction in technology or internet safety.

# Priority Problem Statements

**Problem Statement 1:** There is a sharp contrast in parental involvement at the JH level as compared to the elementary years, from a complete lack of parental involvement to parents handling everything for their student.

**Root Cause 1:** For the most part, many students discourage their parents from being involved at their school during the regular school day and some parents are no longer able to assist their child academically as they once could in elementary school.

**Problem Statement 1 Areas:** Parent and Community Engagement

**Problem Statement 2:** A small group of students, and their parents, do not value education.

**Root Cause 2:** Multi-generational apathy; parents unwilling to hold their child accountable for their actions; failure to follow the chain of command; CYFL and other sporting events perceived as more important than homework, rest, or school attendance.

**Problem Statement 2 Areas:** School Culture and Climate

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data



- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Study of best practices

# Goals

Revised/Approved: August 28, 2019

## Goal 1: Improve Student Achievement.


**Performance Objective 1:** During the 2019-2020 school year, student performance levels on the STAAR assessments will improve by 10% in all academic areas overall as compared to the previous school year's STAAR scores.




**Evaluation Data Source(s) 1:** STAAR data and feedback from teachers following training


**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Continue focusing on all student groups to close gaps and work toward STAAR mastery in all areas

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet in grade level and core subject team meetings to disaggregate formal and informal assessment data and use the data to inform instruction and develop plans to impact student learning through differentiated instructional techniques shared by the group.		Leader: Asst. Superintendent of Curriculum & Instruction, Principal, Asst. Principal, Department Heads, Interventionists, and core subject Teachers	1. Implementation is measured by staff attendance sign-in rosters, meeting agendas, and notes/minutes of each meeting. 2. Impact is measured by benchmark and STAAR scores in all reporting categories, including special education.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Ensure that content is aligned horizontally and vertically with TEKS and tested standards.		Leader: Reading and Math Interventionists & Department Heads  Others Involved: Principal, Asst. Principal, Core Teachers	1. Implementation is measured by teacher walkthrough data, Power-walks and conversations and/or reflections about this data, observations, and student assessment data. 2. Impact is measured by an increase in state assessment passing rates for all students.				
3) Hold after school tutorials as a means of providing focused tutoring and as a way to help students make-up missing assignments and attain mastery.		Leader: Classroom Teachers  Others Involved: Department Heads, Counselor, Asst. Principal, Principal	Implementation will be measured by sign-in sheets from the tutorials and an increased passing percentage each six weeks.				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Use internet-based programs in order to help address and improve student achievement:</p> <p>Edgenuity Explore Learning Gizmos Reading Plus Renaissance STAR Reading &amp; Math Stem Scopes Study Island</p>	2.4, 2.5, 2.6	Leader: Classroom Teachers  Others Involved: Department Heads, Asst. Principal, Principal	Implementation will be measured by the number of students utilizing the internet-based programs and after ascertaining student growth based on data obtained from these programs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b></p> <ul style="list-style-type: none"> <li>Recruit, support, retain teachers and principals</li> <li>Build a foundation of reading and math</li> <li>Connect high school to career and college</li> <li>Improve low-performing schools</li> </ul> <p>5) Provide teachers with the opportunity to attend professional development for at least 4 days during the summer (earning them 4 comp days) so that there is a decrease in the number of instructional days lost for training. The professional development will be focused and based on teacher need with the purpose of improved instruction and increased student achievement.</p> <p>Trainings include:</p> <ul style="list-style-type: none"> <li>Art Ed Now Online Conference (Stewart)</li> <li>Art Institute (Stewart)</li> <li>AVID Critical Reading (Dyer, Meyer, Netardus, Perales, Wolf, Wyatt)</li> <li>AVID Critical Writing (Gannon, Gohmert, Hodge, Hudgeons, Moy, C., Smith, H.)</li> <li>AVID Math (Heinold, Metting, Moore, Parr, Rossett, Thigpen, Tobola)</li> <li>AVID Summer Institute in San Antonio (Fleener, Metting, Sprague, Veit)</li> <li>CAMT (Tobola)</li> <li>CPI Update (Thigpen, Wolf)</li> <li>Coaching School (Coles, W., Jones)</li> <li>Deep Space Art Training (Stewart)</li> <li>ESL Training (Bonner, Bordovsky, Dumont, Notaro, Parr, Rossett, Schwarz)</li> </ul>							

GT Initial Training (Arrell, Beebe, Bordovsky)							
GT Update (Douglas, Gannon, Gohmert, Heinold, Hodge, Hudgeons, Moore, Moy, C., Notaro, Smith, H., Tobola, Wyatt)							
NCA Cheer Camp (Castillo, Wolf)							
New Teacher Orientation (Bonner, Corona, DuMont, Jarvis, Jones, McCulloch, Meyer, Parkinson, Parr, Perales, Rossett, Sprague)							
Region 3 ESC/Digging Deeper (Hodge, Netardus)							
Region 3 ESC Lead4ward (Moore)							
Region 3 ESC Spec Ed. Updates (Thigpen, Wolf)							
Region 3 ESC AASL Best Websites & Apps for Learning (Helweg, Janca)							
Tech/Online (Gannon, Gohmert, Heinold, Helweg, Hudgeons, Janca, Netardus, Notaro, Rossett, Smith, Stewart, H., Veit, Wolf, Wyatt)							
Tech/Pearson (Fleener, Dyer, Hodge, Moy, C., Meyer, Netardus, Smith, H., Sprague)							
Tech/R3 Grant Writing (Douglas)							
TMEA (Laird)							
Texas Bandmaster (Laird)							
VTAT (Moy, J.)							
We Teach CS Summit (Douglas)							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Improve Student Achievement.

**Performance Objective 2:** Ensure that instruction and content is aligned both horizontally and vertically.

**Evaluation Data Source(s) 2:**




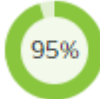
**Summative Evaluation 2:**

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

**Performance Objective 1:** In response to state and federal improvement planning requirements not addressed elsewhere in this plan, CJH will be 100% compliant by implementing the following strategies.

**Evaluation Data Source(s) 1:** These strategies have been identified as low priority strategies for this school year. An analysis of implementation, impact, and current data will be evaluated at year's end to determine any priority status changes.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) CJH will follow board policy FFH (Local) Freedom from Discrimination, Harassment, and Retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations for dating violence, bullying, etc...</p> <p>CJH will follow board policy FFG Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. All faculty/staff will receive access to an electronic copy of this policy at the beginning of the school year.</p>	2.6	<p>Leader: EduHero, Counselor</p> <p>Others Involved: Principal, Asst. Principal</p>	<p>1. Implementation will be measured by faculty/staff online training quiz results and feedback as well as in faculty meeting follow-up discussion.</p> <p>2. Impact will be measured by a decrease in campus incident reports.</p>				
<p>2) During the campus registration process, CJH will carefully evaluate the needs of all students to ensure that appropriate services, programs, and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RtI, pregnancy-related services, and services for any other identified need.</p> <p>Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement.</p>		<p>Leader: Principal, Asst. Principal, Counselor</p> <p>Others Involved: Secretary/Registrar, Nursing Staff, PEIMS Personnel, At-Risk Coordinator, Student Services</p>	<p>1. Implementation will be measured by meeting notes from summer planning sessions regarding registration.</p> <p>2. Impact will be measured by an accurate registration process for new and returning students.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) In collaboration with the district, CJH will provide training for regular education teachers for TBSI relating to instruction of students with disabilities.	2.6	Leader: Special Education Department Head  Others Involved: Counselor, Special Education Faculty/Staff and Department Heads	1. Implementation will be measured by Faculty/Staff meeting sign-in sheet. 2. Impact will be measured by teacher reflections submitted regarding their learning about the TBSI framework.				
<b>TEA Priorities</b> Connect high school to career and college 4) CJH will provide students with age appropriate information to prepare them for choices throughout high school and for college/technical courses including admission, financial aid, grants, and other scholarship opportunities through school-wide efforts and by offering 7th and 8th grade College and Career Readiness elective classes fueled by the AVID curriculum in 2019-2020.		Lead: Counselor, Principal, At-Risk Coordinator/AVID Site Coordinator  Others Involved: Asst. Principal, AVID Site Team, Core Teachers	1. Implementation will be measured by the degree to which our campus becomes college focused: college/career oriented hallways, AVID Corner, and college visits. 2. Impact will be measured by results of Xello, the construction of PGP's prior to the start of the 8th grade, and student interest in post-secondary pathways.				
5) CJH will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. Faculty/Staff will be trained on recognizing bullying, signs of bullying, and suicide prevention during the first four weeks of school.		Leader: Principal, Counselor, Secretary/Registrar	1. Implementation will be measured by EduHero bullying training completion, quiz results, and Faculty/Staff meeting follow-up. 2. Impact will be measured by bullying being appropriately addressed by Faculty/Staff and EOY survey results in regard to campus climate.				
6) CJH will continue to implement PBIS strategies.	2.5	Leader: Principal, Asst. Principal, Counselor, At-Risk Coordinator  Others Involved: Classroom Teachers and Support Staff	1. Implementation will be measured by teacher participation in the program each 6 weeks. 2. Impact will be measured by discipline data and school climate.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							




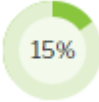




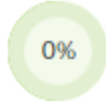

### Goal 3: Parent/Family and Community Engagement: Cuero ISD will build positive relationships and collaboration among parents, community, and staff.

**Performance Objective 1:** CJHS will foster parental involvement.

**Evaluation Data Source(s) 1:** EOY Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CJHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents.	2.6	Leader: At-Risk Coordinator and Principal  Others Involved: Classroom Teachers	Implementation will be measured by the number of parent contacts each 6 weeks.				
2) CJHS will hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up/Meet the Teacher, Band Concerts, Choir Concerts, Art Exhibits, Athletic Events, and Let's TACO-BOUT JH 5th grade transition night.	2.5, 3.2	Leader: Principal and Asst. Principal  Others Involved: Classroom Teachers	Implementation will be measured by sign-in sheets and attendance at these events.				
3) Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact.	2.6	Leader: Principal  Others Involved: Student Services personnel	Implementation will be measured by the number of parent contacts Student Services makes on behalf of the school.				
4) Utilize community organizations and programs to address bullying, harassment, and dating violence.	2.6	Leader: District Staff, EduHero, Counselor, Administration  Others Involved: Teachers and Staff	Implementation will be measured by the number of bullying, harassment, and date violence incidents.				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide opportunities for parent involvement and training. Example: Parental Involvement Conference  Develop and distribute Parent and Family Engagement Policy and offer parent involvement meetings in the Fall and Spring Semesters.	2.6, 3.1, 3.2	Leader: District Staff, Principal, Student Services personnel  Others Involved: Classroom teachers	Implementation will be measured by attendance at parental involvement activities.				
<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 4: Recruit and Retain Highly Qualified Staff: Positions in Cuero ISD will be filled with highly qualified (certified) teachers and staff.

**Performance Objective 1:** Cuero Junior High School will follow district policy for recruiting and retaining highly qualified staff who meet ESSA guidelines.

**Evaluation Data Source(s) 1:** Teacher turnover rate and the number of applicants who apply with Cuero ISD

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) CJHS will participate in local job fairs.		Leader: Principal or Designee	Implementation will be measured by the number of active applications with current vacancies filled prior to contract deadlines.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) CJHS will assign mentors to new teachers (department heads) and enroll teachers who are new to the profession in the New Teacher Academy offered by Region 3 ESC.		Leaders: Principal and At-Risk Coordinator  Others Involved: Mentors and Mentees	Implementation will be measured by a decreased teacher turn-over rate and sign-in sheets.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## **Goal 5: Promote College and Career Awareness**

# State Compensatory

## Personnel for Cuero Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Helweg	Teacher	Reading	.14
Calli Bonner	Teacher	Math	.29
Deborah Bordovsky	Teacher	Reading	.14
Donna Parr	Teacher	Math	.43
Hannah Smith	Teacher	Reading	.14
Jaime Dyer	Teacher	Reading	1
Jennifer Netardus	Teacher	Reading	.29
Karen Heinold	Teacher	Math	.29
Sammie Veit	Teacher	Math	.71
Teonna Hodge	Teacher	Reading	.14

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

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

- The academic achievement of students was reviewed in August 2019.
- The needs of students who are failing, or are at-risk of failing, to meet State standards was addressed in May 2019.
- Barriers for educators, students and parents (SEC. 1116.(a)(2)(D)(i)) were reviewed in May 2019.
- CNA was reviewed/revised in May 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.3: Available to parents and community in an understandable format and language**

Opportunities are communicated to the parents and community in both English and Spanish, in both verbal and written form.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

Please see attachment PTE.

# Campus Performance Objectives Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Deborah Bordovsky	Teacher
Classroom Teacher	Sheri Gannon	Teacher
Classroom Teacher	Ashley Helweg	Teacher
Classroom Teacher	Teonna Hodge	Teacher
Classroom Teacher	Meredith Metting	Teacher
Classroom Teacher	Heather Stewart	Teacher
Classroom Teacher	Sammie Veit	Teacher
Administrator	Kimberly Fleener	Principal
District-level Professional	Pam Longbotham	Asst. Superintendent
Community Representative	Barbara Cavanaugh	Community Representative
Parent	LeeAnn Maldonado	Parent



# Addendums

Cuero Junior High School  
Family & Community Engagement Plan  
2019-20

Cuero Jr. High School will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance:

- Parent/Teacher Conferences and Outreach including regular, two-way, meaningful communication between parents and family members and school staff, and to the extent practicable, in a language parents and family members can understand.
- CPOC Meetings in the Fall and Spring semesters
- AVID Informational Meeting for Prospective Students and their Parents in the CJH library. (4/11/19) The principal will give an overview of the new program and members of the AVID Site Team were also on hand to meet and greet parents as well as answer questions.
- Meet the Teacher/Schedule Pick-Up on August 9, 2019 from 9-11:30 a.m. and 1-3:30 p.m. CJH Cheerleaders will be in uniform on each hallway to assist in finding classrooms as students walk their schedule and meet their teachers. Administrators and office staff will be in the front of the main building to meet and greet parents and new students as well as share information about our school.
- STAAR Meetings
- Choir & Band Fall/Spring Concerts
- College & Career Day (3/8/19)
- Guest Speakers

Cuero Jr. High School will take the following actions to involve parents in the joint development of its Campus-Level Parental Engagement Plan under Section 1118 of the ESEA:

- Parent Members on CPOC
- Parent/Teacher Conferences and Outreach

Cuero Jr. High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Annual Parent Surveys
- Student/Parent Orientations
- Parent Members on CPOC
- Parent/Teacher Conferences and Outreach

Cuero Jr. High School will coordinate and integrate parental engagement strategies in Part A with parental engagement strategies under the following other programs:

- CATCH Wellness Team
- DeWitt County Extension Agent – Texas A&M AgriLife Extension
- Gulf Bend Center
- MidCoast Family Services

- STCH Ministries Family Counseling – Victoria

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

- Parent Surveys created/generated by the district will be disseminated by Cuero Jr. High School and placed on the district website. Data and input received will be used to create parent engagement activities.

Cuero Jr. High School will build school and parent capacity for strong parental engagement in order to ensure effective involvement of parents and to support a partnership among Cuero Jr. High School, parents, and the community to improve student academic achievement through the following activities designed described below:

- A. Cuero Jr. High School will, with the assistance of the district, provide assistance to parents and family members of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The program requirements of Title I, Part A
- How to monitor their child's progress and work with educators
- Parent/Teacher Conferences and Outreach
- Progress Reports
- Parent Meetings to discuss STAAR, Literacy Training, Using Technology (including education about the harms of copyright piracy)

- B. Cuero Jr. High School will, with the district, provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement by:

- Meet the Teacher/Schedule Pick-Up
- Parent/Teacher Conferences and Outreach
- STAAR Informational Meetings
- Let's TACO-BOUT JH 5<sup>th</sup> grade Transition & Open House/Title I Spring Meeting (5/21/19)
- District Parenting Meeting

- C. Cuero Jr. High School will, with the assistance of the district and its parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in how to reach to communicate with, and work with parents and family members to become equal partners in their child's education so that parent engagement programs to implement and coordinate these efforts will build ties between the two:
- Staff Development
  - Faculty Meetings
  - Department Meetings
  - Teacher Emails & Memos, as necessary
- D. Cuero Jr. High School will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with community organizations, along with meaningful consultation with employers, business leaders, and philanthropic organizations with expertise in effectively engaging parents and family members. The school will also conduct other activities that encourage and support parents and family members in more fully participating in the education of their children (including the informed participation of parents and family members who have limited English proficiency, those with disabilities, and those with migratory children) by providing the following, when available:
- Free Transportation to events
  - Parent, Family, and Student Resources
  - Child Care
- E. Cuero Jr. High School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and family members can understand:
- Newsletters
  - BlackBoard Connect Notifications by phone and email
  - Remind 101 Text Messaging System
  - Social Media Networks – District website, District Facebook, District Twitter
  - Newspaper Articles

ADOPTION

The Cuero Jr. High School Parental Engagement Policy has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs.

This policy was adopted by the Cuero Independent School District on \_\_\_\_\_ and will be in effect for the period of July 1, 2019 to June 30, 2020. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2019.

7/1/19

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Kimberly Fleener, Principal

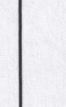
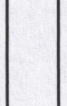
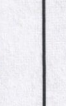
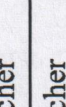
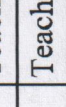
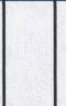
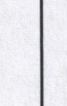
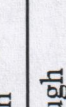
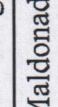


# Campus Performance Objectives Committee

Meeting Date: August 28, 2019

4:00 P.M.

Cuero Junior High School Library

Committee Role	Name	Position	Signature
Classroom Teacher	Deborah Bordovsky	Teacher	
Classroom Teacher	Sheri Gannon	Teacher	
Classroom Teacher	Ashley Helweg	Teacher	
Classroom Teacher	Teonna Hodge	Teacher	
Classroom Teacher	Meredith Metting	Teacher	
Classroom Teacher	Heather Stewart	Teacher	
Classroom Teacher	Sammie Veit	Teacher	
Administrator	Kimberly Fleener	Principal	
District-level Professional	Pam Longbotham	Asst. Superintendent	
Community Representative	Barbara Cavanaugh	Community Representative	
Parent	LeeAnn Maldonado	Parent	