

Cuero Independent School District

District Improvement Plan

2019-2020



Mission Statement

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

Vision

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

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

District Motto

"Committed to Excellence"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Student count as of September 4, 2019, is 1,989 students. Cuero ISD has one primary campus (PreK-1), an elementary campus (grades 2-5), a junior high campus (6-8) and a high school campus (9-12).

The student population is comprised of 60% Economically Disadvantaged, 10.31% African American, 50.13% Hispanic, 36.25% White. 2.82 % Two or More, .35% Asian, .10% American Indian, .05% Hawaiian/Pacific Island. 11.76% are identified as special ed, and 43.79% are identified as at risk. 3.72% are identified as EL. 4.73% are identified as gifted/talented. 2.1% identified with disciplinary placements (2016-2017).

Class size varies and are typically smaller than the state average.

Graduation rate (class of 2018) was 97.5%. Dropout rate was 0%.

369 employed by Cuero ISD - High School 80; Jr.High 55, Hunt Elementary 67; French Elementary 40, Special Ed Dept. 12; Student Services 3; Technology Dept 9; Facilities 31; Transportation 29; Food Service 23; Family Center 5; Central Office 13; Athletics 2.

Demographics Strengths

Cuero ISD is comprised of a diverse student population. Class sizes are relatively small compared to the state class size averages. The 2018 4-year graduation rate was 97.5%. Dropout rate 0%. "Gobbler Pride" is everywhere, in the school district and throughout the entire community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 60 % of students are identified as economically disadvantaged. which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning. **Root Cause:** Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

Student Achievement

Student Achievement Summary

						School Progress									
						Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps	
Campus Name	School Type	Grades Served	Alt Ed	% Eco Dis	% EL	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score
CUERO ISD			No	72.1	3.8	B	81	B	82	C	70	B	82	C	79

2018 Accountability Ratings Overall Summary CUERO ISD (062901)

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		82	B
STAAR Performance	46	78	
College, Career and Military Readiness	54	82	
Graduation Rate	97.5	90	
School Progress		82	B
Academic Growth	66	70	C
Relative Performance (Eco Dis: 60.2%)	50	82	B
Closing the Gaps	61	79	C

						School Progress										
						Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		
Campus/District Number	District/Campus Name	School Type	Grades Served	Alt Ed	% Eco Dis	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Support Label
062901	CUERO ISD			No	60.2	B	81	B	82	C	70	B	82	C	79	

										School Progress						
						Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		
Campus/District Number	District/Campus Name	School Type	Grades Served	Alt Ed	% Eco Dis	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Grade/ Rating	Score	Support Label
062901042	HUNT EL	Elementary	02 - 05	No	65.9	C	71	C	71	D	67	C	70	C	71	Targeted Improvement
062901104	J C FRENCH EL	Elementary	EE - 01	No	74.4	C	71	Not Rated		Not Rated		Not Rated		Not Rated		
062901041	CUERO J H	Middle School	06 - 08	No	61.1	B	80	C	78	D	69	B	82	C	75	Targeted Improvement
062901001	CUERO H S	High School	09 - 12	No	47.5	B	83	B	83	C	70	B	80	B	83	

Texas Education Agency

2019 STAAR Performance Data Table

CUERO ISD (062901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests % at Approaches GL Standard or Above	79%	65%	76%	88%	50%	100%	100%	81%	73%	70%	70%	44%	83%	78%	81%
% at Meets GL Standard or Above	44%	26%	35%	60%	0%	92%	67%	49%	33%	28%	28%	23%	49%	42%	48%
% at Masters GL Standard	16%	7%	12%	24%	0%	50%	0%	18%	10%	9%	9%	9%	23%	15%	19%

ELA/Reading

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests % at Approaches GL Standard or Above	79%	66%	77%	88%	33%	100%	100%	79%	75%	69%	69%	47%	79%	79%	80%
% at Meets GL Standard or Above	44%	27%	37%	58%	0%	100%	100%	52%	33%	25%	25%	24%	57%	43%	48%
% at Masters GL Standard	15%	6%	12%	22%	0%	25%	0%	15%	8%	6%	6%	8%	7%	14%	18%
Mathematics															
Percent of Tests % at Approaches GL Standard or Above	81%	70%	77%	89%	0%	100%	100%	90%	73%	88%	88%	44%	79%	80%	83%
% at Meets GL Standard or Above	42%	28%	34%	57%	0%	67%	0%	55%	33%	35%	35%	22%	36%	39%	49%
% at Masters GL Standard	17%	8%	12%	24%	0%	67%	0%	30%	11%	18%	18%	8%	21%	15%	20%
Writing															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests % at Approaches GL Standard or Above	64%	44%	61%	78%	100%	-	-	56%	55%	45%	45%	26%	100%	67%	55%
% at Meets GL Standard or Above	31%	22%	25%	44%	0%	-	-	22%	22%	36%	36%	14%	0%	32%	27%
% at Masters GL Standard	6%	6%	3%	12%	0%	-	-	0%	2%	0%	0%	2%	0%	7%	5%
Science															
Percent of Tests % at Approaches GL Standard or Above	83%	63%	77%	94%	100%	100%	100%	100%	76%	47%	47%	49%	100%	81%	90%
% at Meets GL Standard or Above	52%	30%	40%	72%	0%	100%	100%	55%	40%	12%	12%	27%	100%	49%	60%
% at Masters GL Standard	19%	4%	14%	28%	0%	50%	0%	18%	14%	6%	6%	19%	100%	17%	22%
Social Studies															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests % at Approaches GL Standard or Above	82%	61%	81%	88%	-	100%	-	71%	75%	70%	70%	47%	100%	78%	89%
% at Meets GL Standard or Above	49%	16%	36%	68%	-	100%	-	43%	31%	30%	30%	24%	100%	48%	50%
% at Masters GL Standard	30%	10%	24%	41%	-	67%	-	14%	19%	10%	10%	24%	100%	30%	30%

Texas CONFIDENTIAL
Education
Agency

**2018 College, Career, and Military Readiness Data Table
CUERO ISD (062901)**

	Annual Graduates	
	Count/Credit	Percent
Total		
Total graduates	142	100%
Total credit for CCMR criteria	52.5	37%
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	46	28%
ELA/Reading	71	44%
Met TSI criteria for at least one indicator		

	Annual Graduates	
	Count/Credit	Percent
Met TSI assessment criteria	69	42%
Met ACT criteria	12	7%
Met SAT criteria	36	22%
Earned credit for a college prep course	0	0%
Mathematics	47	29%
Met TSI criteria for at least one indicator		
Met TSI assessment criteria	45	28%
Met ACT criteria	12	7%
Met SAT criteria	20	12%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	6	4%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	33	20%
Industry-Based Certifications		
Earned an industry-based certification from approved list	34	21%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	13	8%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	5	3%
Met Non-CTE Criteria		
Met at least one criteria above	83	51%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit)	4.5	3%

Student Achievement Strengths

Cuero ISD earned a B letter grade rating under the state accountability system, an improvement over last year's C rating. All campuses earned a passing campus grade in the state accountability system.

The content areas of mathematics, science, and social studies scored in the 80s. math 81%, science 83%, and social studies 82%. Writing improved from 58% to 64%, ELA/Reading improved from 72% to 79%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 64% approached GL, 31% met GL, and 6% mastered GL in writing. **Root Cause:** Lack of consistent writing across content areas throughout grade levels.

Problem Statement 2: 79% approached GL, 44% met GL, and 15% mastered GL in ELA/Reading. **Root Cause:** Inconsistent implementation of ELAR TEKS across grade levels; need to increase students' phonics and early reading proficiency.

Problem Statement 3: 37% met the College, Career, Military Readiness Criteria **Root Cause:** Lack of industry certifications earned

Problem Statement 4: 2019 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, writing, science, and social studies. **Root Cause:** Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

District Culture and Climate

District Culture and Climate Summary

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

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

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

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

District Culture and Climate Strengths

Positive, safe school environment where students feel valued, safe, and well educated.

Problem Statements Identifying District Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cuero ISD is proactive in the recruitment and retention of qualified staff. Principals recruited at numerous job fairs including The University of Texas, The University of Houston-Victoria, Texas State University, and ESC 3 in Victoria. Job openings were advertised in The Cuero Record, The Victoria Advocate, The Thrifty Nickel, and on the Cuero ISD, TASA, and TASSP websites. Paraprofessional staff also meets highly qualified standards. Professional development is a priority and is made available for employees.

Staff Quality, Recruitment, and Retention Strengths

100% highly qualified staff. Opportunities for qualify staff development. Stipends for math, science, and special education.

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS Resource System is the curriculum alignment system for Cuero ISD. The Year at a Glance (YAG) and the Vertical Alignment Document (VAD) are used as roadmaps for the four core content areas of instruction. Fundamental 5 practices of framing the lesson, working in the power zone, frequent small group and purposeful talk about the learning, recognize and reinforce, and write critically, are practices for highly effective instruction. Newly adopted Fountas & Pinnell for K-1 ELAR and Pearson for grades 2-8 in ELAR will be used in addition to supplemental resources for ELAR instruction this school year with emphasis on improving reading and writing. State adopted materials and an array of supplemental materials such as Mentoring Minds, and Pearson for 2nd grade, Accelerated Reading, Star Reading, Reading Plus, iStation Reading and Math, Reflex Math, Accelerated Math, Star Math, Study Island at Jr High, StemScopes at Hunt, Jr. High and High School, Explore Learning - Gizmos, Brain Pop at French, Hunt, and Jr. High, Mentoring Minds Reading, Math, Science, and Social Studies, A+ and Edgenuity are used to instruct our students

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System for alignment. Grade level/subject meetings held between teachers and campus administrators to discuss lesson planning and data. PLCs are held at the campuses. Grade level planning and curriculum alignment days every 6 weeks in the 2018-2019 calendar.

Newly adopted Fountas & Pinnell for K-1 ELAR and Pearson for 2-8th grade ELAR.

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

The use of apps for the iPad, software programs such as iStation (reading and math), Reflex Math, Reading Plus, Study Island, StemScopes, Accelerated Reading and Math, Star Reading and Math, and Apex provide teachers with many resources to meet the instructional needs of our students.

STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) Lab added to Hunt Elementary in 2019-2020 school year.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: STAAR data indicate a need for improvement in writing. **Root Cause:** Lack of consistent writing across grade levels.

Problem Statement 2: STAAR data indicate a need for improvement in ELAR. **Root Cause:** Need for consistent phonics and early reading instruction.

Problem Statement 3: 2018 STAAR Data indicate a need for increase in College, Career, and Military Readiness **Root Cause:** Lack of industry based certifications.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

Parent and Community Engagement Strengths

Parent survey indicated that parents feel welcomed at the Cuero ISD campuses and also feel that the school provides a safe learning environment for their children.

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

Parents and community members serve on the Cuero ISD Education Foundation, meet regularly, plan and implement fund raising, and award numerous grants to Cuero ISD teachers.

Early learning activities are provided every Wednesday from 10-11 at the Gobbler Getaway for birth to 4 year olds. Latino Literacy Project activities are provided for English Learner parent and community members on Wednesdays from 11-12:30 at the Gobbler Getaway.

Magical Monday activities at the campus libraries are open to parents, families, and community.

District Context and Organization

District Context and Organization Summary

Cuero ISD is located in a small, rural community. Our 4A size provides students the opportunity to be involved in many school and extracurricular activities. The district has 2 elementary and 2 secondary campuses. Class schedules maximize instructional learning time. Cuero High School utilizes the Service Cord Award Program for students to engage in a high level of service to the community. Cuero High and Jr. High offer an 8 period school day in order to provide students with many course offerings. Opportunities for PLC during the school day. The elementary campuses and the Jr. High school have campus intervention teachers to provide intervention/acceleration within the school day. Campuses offer after-school tutoring and if needed, Saturday school opportunities. In town transportation is made available for the elementary campuses for after school tutoring.

District Context and Organization Strengths

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

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

Technology

Technology Summary

Cuero ISD strives to provide up to date technology for its students and teachers. Our classrooms are equipped with projectors or touch displays, document cameras and Apple TVs. Each teacher has a laptop or desktop and an iPad. Class sets of iPads are provided at all campuses for student use in the classroom. All campuses have computer labs. Staff development is provided on the use of technology equipment and the various applications and online resources the district subscribes to.

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

Technology Strengths

- iPads for students, teachers and administrators
- Computers and laptops available
- Robust district network with ample bandwidth
- Wireless access points in all classrooms
- Instructional Technologist to provide technology support and integration in instruction; provide training and resources for teachers to better implement technology and to assist in 21st century skill learning.

Digital curriculum specialists to provide technology support and integration in instruction; provide training and resources for teachers to better implement technology and to assist 21st century skill learning.

Priority Problem Statements

Problem Statement 1: 60 % of students are identified as economically disadvantaged. which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning.

Root Cause 1: Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 64% approached GL, 31% met GL, and 6% mastered GL in writing.

Root Cause 2: Lack of consistent writing across content areas throughout grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 79% approached GL, 44% met GL, and 15% mastered GL in ELA/Reading.

Root Cause 3: Inconsistent implementation of ELAR TEKS across grade levels; need to increase students' phonics and early reading proficiency.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 2019 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, writing, science, and social studies.

Root Cause 4: Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Increase STAAR writing achievement for all students from 64% to 70% by June 2020.

Evaluation Data Source(s) 1: Benchmarks and STAAR 2020 Writing results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide additional access to writing training. Writing samples collected and analyzed	2.4, 2.6	Principals and district asst. supt. of C&I	Increase of benchmark and STAAR writing scores.				
Funding Sources: Title II, Part A - 0.00							
2) Monitor writing instruction and writing alignment in lesson plans, in writing samples, and in benchmark assessments.		Principals and asst. supt. of curriculum & instruction	Increase in writing benchmark scores and in STAAR writing scores.				
Funding Sources: Title I, Part A - 20000.00							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Cuero ISD curriculum will include the Instructional Focus Documents, Year at a Glance, Vertical Alignment Documents as part of the TEKS Resource System		Principals Asst. Supt. of Curriculum & Instruction	Increase in unit, benchmark, and STAAR assessments.				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> 2) Fundamental 5 will be utilized and documented in lesson plans	2.4, 2.5	Principals Asst. Supt. of C&I	Increase in student engagement and student performance				

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

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



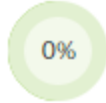

Evaluation Data Source(s) 3: Lesson Plans

STAAR scores

Unit Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will take a unit test at least once per 6 weeks in core areas. Data will be monitored through the DMAC system and interventions provided for low performing students		Principals Interventionists Instructional technologists Asst. Supt. of C&I	Increase in achievement on Unit Assessments STAAR Results				
2) Teachers will develop lesson plans with complexity to improve the academic rigor of instruction		Principals Asst. Supt. of C&I	Increase in unit assessments and state scores				
3) Campuses will utilize a variety of data sources to measure student growth such as TPRI, DRA, Unit Assessments, state assessments		Principals Interventionists Instructional Technologists Asst. Supt. of C&I	Increase in student growth on state assessments.				
4) Increase integration of technology in classroom instruction - document in lesson plans. Continued ongoing training in integration of technology and online resources in instruction.		Principals Campus technologists District technology	Improved student achievement				
Funding Sources: Title I, Part A - 10000.00, Title II, Part A - 19987.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Screen, identify and serve GT students; address the needs of gifted and high achieving students through GT (grades K-5), Honors, PreAP, AP, and dual credit offerings, Increased rigor in course content and encourage increase in student participation in preAP, AP, and dual credit, and credit by exam		Principals Asst. Supt. of C&I GT, Honors, and AP teachers	Increase in student achievement in meets and masters in STAAR and STAAR EOC				
<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 1: Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 4: Increase in STAAR Reading from 79% to 85% by June 2020.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Monitor consistent use of newly adopted ELAR Fountas & Pinnell for K-1 and Pearson for grades 2-8		Asst. Supt. of C&I Principals	Increase in reading achievement				
	Funding Sources: Title I, Part A - 12985.00						
2) Monitor reading benchmark results, phonics assessments, DRA, fluency, and TPRI		Asst. Supt. of C&I Principals	Increase in reading achievement				





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

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Regular and special ed will consult on intervention strategies to increase student achievement and attendance Utilize Content Mastery and Learning Lab for additional student support		Principals Interventionists Asst. Supt. of C&I	Increase in special ed student achievement				
Funding Sources: Title I, Part A - 5000.00							
2) Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] Utilize campus interventionists for support to meet the needs of students requiring additional support through Response through Intervention process Continue to train,utilize and monitor Response to Intervention (RTI) on campuses to promote early intervention, collaboration of student support teams, document in Success Ed system Monitor the universal screening and progress monitoring and delivery of intervention at campuses	2.4, 2.6	Principals Instructionalists Instructional Coach Asst. Supt. of C&I	Increase in student performance				
Funding Sources: Title I, Part A - 230000.00							
3) Differentiate instruction, and address special education, 504, ESL/ELL, GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics. Utilize the Dyslexia Intervention Program for dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]	2.4, 2.6	Principals Asst. Supt. of C&I District Dyslexia Teacher	Increase in student achievement				
Funding Sources: Title I, Part A - 20000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Improve and increase student performance, differentiate instruction, and address special education, 504, ESL/ELL, GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics	2.4, 2.5	Principals Asst. Supt. of C&I	Increase in student achievement				
	Funding Sources: Title II, Part A - 47794.00						
5) Address the needs of students with Limited English Proficiency through coordination with ESC 3, participation in Region 3 Title III SSA, ESL certified teachers, utilize Rosetta Stone English, sheltered instruction, and ELPS. Support additional elementary and secondary teachers obtaining certification as ESL at all grade levels.	2.4	Principals Asst. Supt. of C&I	Increase in student performance				
	Funding Sources: Title I, Part A - 10000.00						
6) Screen, test, identify, and provide instruction for dyslexic students Provide training in dyslexia Use district dyslexia teacher to assess students for dyslexia, instruct students in dyslexia class, monitor exited students, and to participate in 504 meetings. Use multisensory program for dyslexia instruction.	2.4	Asst. Supt. of C&I District Dyslexia Teacher LSSP and Diagnostics	Increase in student achievement				
	Funding Sources: General Funds - 58000.00						
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> 7) Enhance dropout prevention; use credit recovery programs and resources available for students lacking credits and in danger of dropping out and provide flexible scheduling	2.4, 2.6	Principals Asst Supt of C&I	Improved student achievement				
	Funding Sources: Title I, Part A - 37401.00						
8) Provide extended day opportunities (before and after school) and Saturday school to accelerate learning/ to make up assignments and attendance Provide in town transportation for after school tutoring students. Provide extended year opportunities to accelerate learning.		Principals Asst. Supt. of C&I/Federal Programs	Improved student achievement				
	Funding Sources: Title I, Part A - 37401.00						
9) Support early childhood education with full day PreK for eligible children		Principal	Increase in early learning opportunities				
	Funding Sources: Title I, Part A - 100000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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


Edit Remove

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus & district admin and counselors will be active in the identification of bullying and harassment on each campus		Principals, Counselors, Asst. Supt. of C&I	Decrease in bullying reports				
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>2) Teachers will be trained to recognize the signs of bullying, harassment, abuse and suicide and know how to respond to student needs. Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]</p> <p>Anonymous Alert will be used.</p> <p>FFI Legal FFI Local</p>		Principals, counselors, district nurse Suicide prevention team Asst. Supt. of C&I					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide training on and promote and support programs and activities for character education, conflict resolution programs [TEC 11.252(3)(B) (ii)] student physical, social, and emotional wellness, anti-bullying, bullying, harassment, suicide prevention, sex education, safety and wellness, and Dating violence [TEC 37.0831] Utilize bullying reporting and investigation procedures. Purchase and utilize Alert Now for anonymous reporting.		Principals, Counselors, District Nurse, Asst. Supt. of C&I	Decrease in reports of bullying and harassment. Increase in attendance.				
	Funding Sources: Title IV, Part A SSAEP - 29002.00						
4) Contract with and utilize Nixon-Smilely ISD for alternative ed (DAEP) with placements based on district and state guidelines		Principals	Improvement in behavior and student achievement				
	Funding Sources: State Compensatory Education - 90000.00						
5) Continue to contract with Cuero Police Department and utilize School Resource Officers (SROs) for education and student safety 2 SROs - 1 at Jr. High and 1 at HS		Principals SROs	Increased school safety Reduction in discipline				
6) Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy		Principals Student Services Asst. Supt. of C&I	Increased attendance Increase in achievement				
							


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: District will promote teacher, staff, and student safety and wellness.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote and enhance SHAC Committee for emphasis on student wellness/health & nutrition Increase # of parents participating Continue to use student participation at SHAC Meetings Continue to promote Catch curriculum and wellness at campuses		District Nurse Principals Counselors Asst. Supt. of C&I	Increase in attendance				
2) Promote comprehensive wellness program sensitive to student/staff diversity		District Nurse Principals Counselors Asst. Supt. of C&I	Increase in attendnace				
3) Update Raptor System		David Truman Paula Brown	Increased Safety				
Funding Sources: General Funds - 2625.00							
							

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Student Support Services, parental liaisons, counselors, and agencies like MidCoast and Gulf bend for student & family support; for dissemination of activities; provide transportation		Principals Student Services	Increase in parent involvement				
	Funding Sources: Title I, Part A - 45000.00						
2) Support active campus parent/teacher organizations; provide opportunities for parental involvement and training; provide access to school programs and social services and to integrate community involvement		Principals Asst. Supt. of C&I	Improved attendance Increased achievement				
	Funding Sources: Title I, Part A - 8000.00						
3) Support and monitor report card conferences with parents; completion of parent/teacher/student compacts; monitor contact logs for parent contact Support Title Parent Meetings on Title I campuses		Principals Asst. Supt. of C&I	Increased student achievement				
	Funding Sources: Title I, Part A - 2500.00						
4) Support Early Learning Activities for age birth to 4 year old with parents and children	3.2	Asst. Supt. of C&I/Federal Programs Student Services	Increase in parent and family involvement Increase in early math, reading, and social skills for young children				
	Funding Sources: Title I, Part A - 5000.00						
5) Support parent, family, and community engagement in the weekly Latino Parent Project	3.2	Asst. Supt. C&I/Federal Programs Admin Assistant C&I/Federal Programs	Increase in parent, family and community engagement.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Conduct recruitment activities such as participation in job fairs, positing vacancies in multiple site/organizations to ensure highly qualified personnel in all positions.		District admin Campus principals	Highly qualified teachers				
TEA Priorities Recruit, support, retain teachers and principals 2) Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status		District admin	Highly qualified teachers				
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will have time to meet and plan in professional learning (PLCs) during the school day and after school.		Principals Asst. Supt. of C&I/Federal Programs	Increase in student achievement				
							

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 1: Cuero ISD will increase the number of industry certifications earned from 34 to 50 by May 22, 2020.

Evaluation Data Source(s) 1: Certifications Earned

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Provide transportation for students to attend Victoria Construction Academy.		High School Principal Asst. Supt. of C&I	Certifications earned in electrical and plumbing				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Promote and increase College and Career Readiness.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide instruction in NCCER Core Microsoft Word, Excel, Adobe CNA Auto Mechanics Cosmotology		Principal CTE Teachers Asst. Supt. of C&I	Industry certifications earned				
TEA Priorities Connect high school to career and college 2) Support AVID elective classes at Jr. High and High School .		Campus Principal Campus AVID Coordinator Asst. Supt. of C&I (AVID District Director)	Increase in college and career awareness				
Funding Sources: Title V, Part B - 29000.00							
TEA Priorities Connect high school to career and college 3) Support AVID at the Jr. High and High School - AVID elective classes at Jr. High and High School		Principals Asst. Supt. of C&I/Federal Programs AVID Site Coordinator	Increase in college and career readiness				
							

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 3: Promote and support college and career days

Evaluation Data Source(s) 3: Trips taken
Events held

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Support College Visits for students		Principals Counselors Asst. Supt. of C&I	Increase college and career awareness.				
2) Support campus college and career days		Principals Counselors Asst. Supt. of C&I	Increased knowledge of and interest in careers and college				
Funding Sources: Title IV, Part A SSAEP - 8000.00							
							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199-11-6249-00-041-0-30-000	6249 Contracted Maintenance & Repair	\$6,500.00
199-11-6249-00-042-0-30-000	6249 Contracted Maintenance & Repair	\$3,000.00
199-11-6299-00-041-0-30-000	6299 Miscellaneous Contracted Services	\$6,500.00
199-11-6299-00-042-0-30-000	6299 Miscellaneous Contracted Services	\$2,000.00
199-11-6299-00-999-0-28-000	6299 Miscellaneous Contracted Services	\$90,000.00
6200 Subtotal:		\$108,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ANDERSON, N.	TEACHER	MATH	14%
ARLITT, A.	TEACHER	ELA	14%
BONNER, C.	TEACHER	MATH	29%
BORDOVSKY, D.	TEACHER	READING	14%
CAUDILLO, B.	TEACHER	MATH	14%
COX, K.	TEACHER	MATH	100%
DYER, J.	TEACHER	READING	100%
EICHORN, C.	AIDE	CREDIT RECOVERY	100%
HARTLEY, C.	TEACHER	MATH	14%
HEINHOLD, K.	TEACHER	MATH	29%
HELWEG, A.	TEACHER	READING	14%
HODGE, T.	TEACHER	READING	14%
HOLLINGSHEAD, A.	TEACHER	ELA	14%
KITCHENS, M.	TEACHER	ELA	29%
NETARDUS, J.	TEACHER	READING	29%
PARR, D.	TEACHER	MATH	43%
RANGNOW, M.	TEACHER	SCHOOL WITHIN A SCHOOL / BIOLOGY	100%
SMITH, H.	TEACHER	READING	14%
TURK, H.	TEACHER	ELA	14%
VEIT, S.	TEACHER	MATH	71%
WAGNER, S.	TEACHER	ELA	14%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ARROYO, A.	TEACHER	ELAR	100%
BLACKWELL, K.	AIDE	SCHOOL-WIDE	50%
FLEMING, A.	TEACHER	EARLY CHILDHOOD	100%
KRAUSER, A.	TEACHER	RTI	100%
MARTINEZ, M.	AIDE	PREK-1	100%
McCLELLAN, M.	TEACHER	RTI	100%
MORENA, D.	TEACHER	EARLY CHILDHOOD	100%
RODRIGUEZ, R.	DISTRICT ASST.	SCHOOL-WIDE	11%
TORRES, A.	AIDE	PREK-1	100%
VARGO, M.	TEACHER	ELAR	100%

District Improvement Committee

Committee Role	Name	Position
Advisor	Pam Longbotham,	Assistant Superintendent
Advisory	Micah Dyer	Superintendent
Parent	Ruby Rodriguez	Parent Rep
Administrator	Paul Fleener	High School Principal
Classroom Teacher	Paige Baros	Teacher
Classroom Teacher	Denis Goode	Teacher
Classroom Teacher	Lacy Woods	Teacher
Classroom Teacher	Donald Salm	Teacher
Administrator	Kim Fleener	Jr. High Principal
Classroom Teacher	Ashley Davis	Teacher
Classroom Teacher	Sommer Beebe	Teacher
Classroom Teacher	Berday Castillo	Teacher
Classroom Teacher	Heather Stewart	Teacher
Administrator	Bridgette Cerny	Hunt Elementary Principal
Classroom Teacher	Kelly Winkler	Teacher
Classroom Teacher	Melissa McClellan	Intervention Teacher
Classroom Teacher	Mariselda Moreno	Teacher
Classroom Teacher	Christi Fuchs	Teacher
Administrator	Jennifer Bauer	French Elementary Principal
Classroom Teacher	Jennifer Hudgeons	Teacher
Classroom Teacher	Shela Tucker	Teacher
Classroom Teacher	Debra Moreno	Teacher

Committee Role	Name	Position
Classroom Teacher	Connie Barfield	Special Ed Teacher
Administrator	Karen Linscomb	Special Ed Director
Community Representative	Denise Goebel	Community
Community Representative	Emily Davis	Community
Community Representative	Brenda Martin	Community
Business Representative	Ray Reese	Business
Business Representative	Randy Jochim	Business
Parent	Laura Patek	Parent Rep

Campus Funding Summary

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6			\$58,000.00
2	2	3			\$2,625.00
Sub-Total					\$60,625.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$90,000.00
Sub-Total					\$90,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$20,000.00
1	3	4			\$10,000.00
1	4	1			\$12,985.00
1	5	1			\$5,000.00
1	5	2			\$230,000.00
1	5	3			\$20,000.00
1	5	5			\$10,000.00
1	5	8			\$37,401.00
1	5	9			\$100,000.00
3	1	1			\$45,000.00
3	1	2			\$8,000.00
3	1	3			\$2,500.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$5,000.00
Sub-Total					\$505,886.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	4			\$19,987.00
1	5	4			\$47,794.00
Sub-Total					\$67,781.00
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$29,002.00
5	3	2			\$8,000.00
Sub-Total					\$37,002.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2			\$29,000.00
Sub-Total					\$29,000.00
Grand Total					\$790,294.00