

# Cuero Independent School District

## District Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Public Presentation Date:** September 21, 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

Due to the COVID situation student counts fluctuate. As of September 3, 2020, 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. Due to the COVID, class size varies as students move from face-to-face to remote and remote to face-to-face.

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 (Prioritized):** 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		
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		
<b>Texas Education Agency</b>																	
<b>2019 STAAR Performance Data Table</b>																	
<b>CUERO ISD (062901)</b>																	

	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	
<b>All Subjects</b>																
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%	
<b>ELA/Reading</b>																
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%	

	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
<b>Mathematics</b>															
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%
<b>Writing</b>															
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%
<b>Science</b>															
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%
<b>Social Studies</b>															
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%

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

	<b>Annual Graduates</b>	
	<b>Count/Credit</b>	<b>Percent</b>
<b>Total</b>		
Total graduates	142	100%
Total credit for CCMR criteria	52.5	37%
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	46	28%
ELA/Reading	71	44%
Met TSI criteria for at least one indicator		
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%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	6	4%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	33	20%
<b>Industry-Based Certifications</b>		



	Annual Graduates	
	Count/Credit	Percent
Earned an industry-based certification from approved list	34	21%
<b>Associate's Degree</b>		
Earned an associate's degree while in high school	0	0%
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	13	8%
<b>U.S. Armed Forces</b>		
Enlisted in the U.S. Armed Forces	5	3%
<b>Met Non-CTE Criteria</b>		
Met at least one criteria above	83	51%
<b>CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications</b>		
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 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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

## 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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

## Employee Data

- 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
- Community surveys and/or other feedback

# 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 2021.

**Evaluation Data Sources:** Benchmarks and STAAR Interim Writing results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional access to writing training.</p> <p>Writing samples collected and analyzed</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of benchmark and STAAR writing scores.  <b>Staff Responsible for Monitoring:</b> Principals and district asst. supt. of C&amp;I  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor writing instruction and writing alignment in lesson plans, in writing samples, and in benchmark assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in writing benchmark scores and in STAAR writing scores.  <b>Staff Responsible for Monitoring:</b> Principals and asst. supt. of curriculum &amp; instruction  <b>Funding Sources:</b> - Title I, Part A - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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



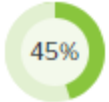

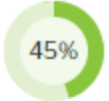




**Evaluation Data Sources:** TEKS Resource System logins  
Lesson Plans


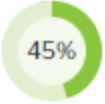








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Cuero ISD curriculum will include the Instructional Focus Documents, Year at a Glance, Vertical Alignment Documents, and GAP Document as part of the TEKS Resource System</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit, benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of Curriculum &amp; Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fundamental 5 will be utilized and documented in lesson plans</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

**Evaluation Data Sources:** Lesson Plans  
STAAR scores  
Unit Assessments











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in achievement on Unit Assessments STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principals Interventionists Instructional technologists Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop lesson plans with complexity to improve the academic rigor of instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit assessments and state scores</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will utilize a variety of data sources to measure student growth such as TPRI, DRA, Unit Assessments, state assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Interventionists Instructional Technologists Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase integration of technology in classroom instruction - document in lesson plans.</p> <p>Continued ongoing training in integration of technology and online resources in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Campus technologists District technology</p> <p><b>Funding Sources:</b> - Title I, Part A - \$10,000, - Title II, Part A - \$19,987</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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,</p> <p>Increased rigor in course content and encourage increase in student participation in preAP, AP, and dual credit, and credit by exam</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in meets and masters in STAAR and STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I GT, Honors, and AP teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 4:** Increase in STAAR Reading from 79% to 85% by June 2021.

**Evaluation Data Sources:** Increase in State assessments.






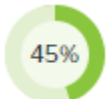
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor consistent use of newly adopted ELAR Fountas & Pinnell for K-1 and Pearson for grades 2-8 <b>Strategy's Expected Result/Impact:</b> Increase in reading achievement <b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&I Principals <b>Funding Sources:</b> - Title I, Part A - \$12,985	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor reading benchmark results, phonics assessments, DRA, fluency, and mClass <b>Strategy's Expected Result/Impact:</b> Increase in reading achievement <b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&I Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				






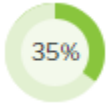









**Goal 1:** Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

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

**Evaluation Data Sources:** Unit Tests, STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regular and special ed will consult on intervention strategies to increase student achievement and attendance</p> <p>Utilize Content Mastery and Learning Lab for additional student support</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in special ed student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Interventionists Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p>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</p> <p>Monitor the universal screening and progress monitoring and delivery of intervention at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructionists Instructional Coach Asst. Supt. of C&amp;I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - Title I, Part A - \$230,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I District Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - Title I, Part A - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - Title II, Part A - \$47,794</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p>Support additional elementary and secondary teachers obtaining certification as ESL at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - Title I, Part A - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Screen, test, identify, and provide instruction for dyslexic students            Provide training in dyslexia            Hire additional dyslexia teacher            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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement  <b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I            District Dyslexia Teacher            LSSP and Diagnostians  <b>Title I Schoolwide Elements:</b> 2.4  <b>Funding Sources:</b> - General Funds - \$65,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	45%	45%	45%	
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Enhance dropout prevention; use credit recovery programs and resources available for students lacking credits and in danger of dropping out and provide flexible scheduling</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement  <b>Staff Responsible for Monitoring:</b> Principals            Asst Supt of C&amp;I  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	40%	35%	40%	
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>Provide extended year opportunities to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement  <b>Staff Responsible for Monitoring:</b> Principals            Asst. Supt. of C&amp;I/Federal Programs  <b>Funding Sources:</b> - Title I, Part A - \$37,401</p>	Formative			Summative
	Nov	Jan	Mar	June
	35%	40%	40%	
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Support early childhood education with full day PreK for eligible children</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early learning opportunities  <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - Title I, Part A - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	35%	30%	30%	
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				

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

**Performance Objective 6:** Support learning formats, face-to-face, asynchronous, and synchronous










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strong Start Plan shared throughout with Zoom town hall meetings, district and campus meetings. <b>Strategy's Expected Result/Impact:</b> Low loss of attendance (students and staff) due to COVID-19 <b>Staff Responsible for Monitoring:</b> District and campus administrators; District and campus nurses	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To support asynchronous and synchronous remote learning, provide training in Seesaw and Google learning management systems. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance in remote learning <b>Staff Responsible for Monitoring:</b> District Technology and campus principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide devices and hotspots to students requiring these for needed support for remote learning. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance and achievement in remote learning <b>Staff Responsible for Monitoring:</b> District and campus administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				














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

Edit Remove

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

**Evaluation Data Sources:** Discipline reports; bullying reports













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus &amp; district admin and counselors will be active in the identification of bullying and harassment on each campus</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principals, counselors, district nurse Suicide prevention team Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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]</p> <p>Utilize bullying reporting and investigation procedures.</p> <p>Purchase and utilize Alert Now for anonymous reporting.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in reports of bullying and harassment. Increase in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, District Nurse, Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP - \$29,002</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Contract with and utilize Nixon-Smiley ISD for alternative ed (DAEP) with placements based on district and state guidelines <b>Strategy's Expected Result/Impact:</b> Improvement in behavior and student achievement <b>Staff Responsible for Monitoring:</b> Principals <b>Funding Sources:</b> - State Compensatory Education - \$90,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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 <b>Strategy's Expected Result/Impact:</b> Increased school safety Reduction in discipline <b>Staff Responsible for Monitoring:</b> Principals SROs	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy <b>Strategy's Expected Result/Impact:</b> Increased attendance Increase in achievement <b>Staff Responsible for Monitoring:</b> Principals Student Services Asst. Supt. of C&I <b>Funding Sources:</b> - General Funds	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Safe and Optimal Environment:** Cuero ISD will promote safe, secure, 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote and enhance SHAC Committee for emphasis on student wellness/health &amp; nutrition Increase # of parents participating Continue to use student participation at SHAC Meetings Continue to promote Catch curriculum and wellness at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote comprehensive wellness program sensitive to student/staff diversity</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendnace <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Update Raptor System</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Safety <b>Staff Responsible for Monitoring:</b> David Truman Paula Brown <b>Funding Sources:</b> - General Funds - \$2,625</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Due to the school district closure resultant of the COVID-19 virus, the need for COVID-19 Educator Appraisal Waiver, T-TESS is required. The last day of instruction was March 13 as Spring Break in Cuero ISD followed March 16-20, and school closure throughout the state occurred on March 23, 2020. TEC, 21.351 and 21.352, 21.354 and applicable rules in Title 19, TAC, Ch 150 apply.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety &amp; Well-Being of Teachers, Staff, and Students <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Superintendent of Curriculum &amp; Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Waiver from the CPR requirement due to COVID-19 school closure for Cuero ISD for 2019-2020 school year. Waiver will apply for 2019-2020 senior level students only; grades 9-11 will complete the CPR requirement during the 2020-2021 Fall Semester provided schools are in session. This waiver will enable seniors to be able to graduate waiving the CPR requirement. TEC 28.0023 and applicable rules in TAC 7438.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety &amp; Well-Being of Teachers, Staff, and Students</p> <p><b>Staff Responsible for Monitoring:</b> Principals; District Nurse; Asst. Superintendent of Curriculum &amp; Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



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

Edit Remove

**Performance Objective 3:** Improve the safety and security of campus main entrance; window & glass security film installation to increase emergency response time.

**Summative Evaluation:** Significant progress made toward meeting Objective

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

Edit Remove

**Performance Objective 4:** Develop, implement Strong Start Plan and follow CDC and State Guidelines

**Evaluation Data Sources:** Attendance Data

**Summative Evaluation:** Significant progress made toward meeting Objective

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

Edit Remove

**Performance Objective 5:** To fulfill its mission of creating a positive safe school climate and culture, Cuero ISD has established a District safety and security committee. The safety and security committee is established under the direction of Texas Education Code (TEC) 37.109.

**Summative Evaluation:** Exceeded Objective

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

Edit Remove

**Performance Objective 6:** In accordance with Senate Bill 11 and to enhance the safety and security of all campuses, every classroom in the district has access to contact emergency services (911) directly.

**Summative Evaluation:** Exceeded Objective

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



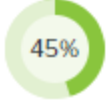









Edit Remove








**Performance Objective 7:** Establish a threat assessment and safe and supportive school team to serve at each campus to help prevent school violence; members appointed to each team will have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]

**Summative Evaluation:** Exceeded Objective

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










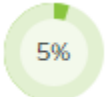






**Performance Objective 1:** Strengthen home, school, community relations, involvement, and communication

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Student Support Services, parental liaisons, counselors, and agencies like MidCoast and Gulf bend for student &amp; family support; for dissemination of activities; provide transportation</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Student Services</p> <p><b>Funding Sources:</b> - Title I, Part A - \$45,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance Increased achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support and monitor report card conferences with parents; completion of parent/teacher/student compacts; monitor contact logs for parent contact</p> <p>Support Title Parent Meetings on Title I campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support Early Learning Activities for age birth to 4 year old with parents and children</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and family involvement Increase in early math, reading, and social skills for young children</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of C&amp;I/Federal Programs Student Services</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support parent, family, and community engagement in the weekly Latino Parent Project to start in 2nd semester due to COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent, family and community engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. C&amp;I/Federal Programs Admin Assistant C&amp;I/Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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

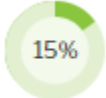






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct recruitment activities such as participation in job fairs, positing vacancies in multiple site/organizations to ensure highly qualified personnel in all positions.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District admin Campus principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District admin</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have time to meet and plan in professional learning (PLCs) during the school day and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I/Federal Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Due to the school district closure resultant of the COVID-19 virus, the need for COVID-19 Educator Appraisal Waiver, T-TESS is required. The last day of instruction was March 13 as Spring Break in Cuero ISD followed March 16-20, and school closure throughout the state occurred on March 23, 2020. TEC, 21.351 and 21.352, 21.354 and applicable rules in Title 19, TAC, Ch 150 apply.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Superintendent of Curriculum &amp; Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 5:** Promote and increase College and Career Readiness.




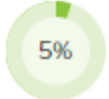


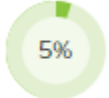






**Performance Objective 1:** Cuero ISD will increase the number of industry certifications earned from 34 to 50 by June 3, 2021.

**Evaluation Data Sources:** Certifications Earned

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide transportation for students to attend Victoria Construction Academy. <b>Strategy's Expected Result/Impact:</b> Certifications earned in electrical and plumbing <b>Staff Responsible for Monitoring:</b> High School Principal Asst. Supt. of C&I	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 35%	 40%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Promote and increase College and Career Readiness.











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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide instruction in NCCER Core Microsoft Word, Excel, Adobe CNA Auto Mechanics Cosmotology</p> <p><b>Strategy's Expected Result/Impact:</b> Industry certifications earned <b>Staff Responsible for Monitoring:</b> Principal CTE Teachers Asst. Supt. of C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support AVID elective classes at Jr. High and High School .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in college and career awareness <b>Staff Responsible for Monitoring:</b> Campus Principal Campus AVID Coordinator Asst. Supt. of C&amp;I (AVID District Director) <b>Funding Sources:</b> - Title V, Part B - \$29,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support AVID at the Jr. High and High School - AVID elective classes at Jr. High and High School</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in college and career readiness <b>Staff Responsible for Monitoring:</b> Principals Asst. Supt. of C&amp;I/Federal Programs AVID Site Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Promote and increase College and Career Readiness.

**Performance Objective 3:** Promote and support college and career days

**Evaluation Data Sources:** Trips taken  
Events held

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support College Visits for students <b>Strategy's Expected Result/Impact:</b> Increase college and career awareness. <b>Staff Responsible for Monitoring:</b> Principals Counselors Asst. Supt. of C&I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 20%	 35%	 45%	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support campus college and career days <b>Strategy's Expected Result/Impact:</b> Increased knowledge of and interest in careers and college <b>Staff Responsible for Monitoring:</b> Principals Counselors Asst. Supt. of C&I <b>Funding Sources:</b> - Title IV, Part A SSAEP - \$8,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 0%	 25%	 35%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-00-001-1-24-000	6118 Extra Duty Stipend - Locally Defined	\$1,173.00
199-11-6119-00-001-1-24-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$118,055.00
199-11-6119-00-041-1-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$193,126.00
199-11-6119-00-042-1-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,740.00
199-11-6129-00-001-1-24-000	6129 Salaries or Wages for Support Personnel	\$16,144.00
199-11-6141-00-041-1-30-000	6141 Social Security/Medicare	\$3,911.00
199-11-6142-00-001-1-24-000	6142 Group Health and Life Insurance	\$7,732.00
199-11-6142-00-041-1-30-000	6142 Group Health and Life Insurance	\$9,375.00
199-11-6142-00-042-1-30-000	6142 Group Health and Life Insurance	\$3,606.00
199-11-6144-00-001-1-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$10,743.00
199-11-6144-00-041-1-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$14,264.00
199-11-6144-00-042-1-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,684.00
199-11-6146-00-001-1-24-000	6146 Teacher Retirement/TRS Care	\$3,940.00
199-11-6146-00-041-1-30-000	6146 Teacher Retirement/TRS Care	\$6,611.00
199-11-6146-00-042-1-30-000	6146 Teacher Retirement/TRS Care	\$1,554.00
<b>6100 Subtotal:</b>		<b>\$451,658.00</b>
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
199-11-6249-00-042-1-30-000	6249 Contracted Maintenance & Repair	\$3,000.00
199-11-6299-00-001-1-24-000	6299 Miscellaneous Contracted Services	\$25,000.00
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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6299-00-042-1-30-000	6299 Miscellaneous Contracted Services	\$2,000.00
199-11-6299-00-999-0-28-000	6299 Miscellaneous Contracted Services	\$104,835.00
<b>6200 Subtotal:</b>		<b>\$152,835.00</b>
6300 Supplies and Services		
199-11-6399-00-001-1-24-000	6399 General Supplies	\$10,000.00
199-11-6399-00-041-1-30-000	6399 General Supplies	\$5,880.00
199-11-6399-00-042-1-30-000	6399 General Supplies	\$204,218.00
199-11-6399-00-104-1-30-000	6399 General Supplies	\$138,500.00
<b>6300 Subtotal:</b>		<b>\$358,598.00</b>

## 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%
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%
DYER, J.	TEACHER	ELAR	100
KRAUSER, A.	TEACHER	RTI	100%
MARTINEZ, M.	AIDE	PREK-1	100%
McCLELLAN, M.	TEACHER	RTI	100%
RODRIGUEZ, R.	COORDINATOR	SCHOOL-WIDE	11%
TORRES, A.	AIDE	PREK-1	100%
VARGO, M.	TEACHER	ELAR	100%
WILLINGHAM, B.	AIDE	SCHOOL-WIDE	50%

# District Funding Summary

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6			\$65,000.00
2	1	6			\$0.00
2	2	3			\$2,625.00
<b>Sub-Total</b>					<b>\$67,625.00</b>
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$90,000.00
<b>Sub-Total</b>					<b>\$90,000.00</b>
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
3	1	4			\$5,000.00
<b>Sub-Total</b>					<b>\$505,886.00</b>



<b>Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	3	4			\$19,987.00
1	5	4			\$47,794.00
<b>Sub-Total</b>					\$67,781.00
<b>Title IV, Part A SSAEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3			\$29,002.00
5	3	2			\$8,000.00
<b>Sub-Total</b>					\$37,002.00
<b>Title V, Part B</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	2	2			\$29,000.00
<b>Sub-Total</b>					\$29,000.00
<b>Grand Total</b>					\$797,294.00

# Addendums

# CUERO ISD



## Strong Start Plan

# On-Site Instruction

## *Health and Safety Protocols*

### **Screening**

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

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

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

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

### **Presence of Symptoms**

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

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

### **Confirmed Diagnosis**

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

### **Close contact is considered**

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

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

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

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

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

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

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

### **Suspected or Sick Household member**

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

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

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

OR

iv. Release from a doctor.

## **Face Coverings**

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

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

## ***Campus Visitor Protocols***

### **Visitor Access to Building**

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

### **Visitor Screening & PPE Requirements**

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

### ***Disinfecting and Hand Sanitizing Protocols***

#### **Hand Washing/Sanitizing Expectations**

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

#### **Supplies and Materials**

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

### ***Campus Cleaning Protocols***

#### **Daily Campus Cleaning**



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

### **Additional Cleaning Measure for COVID-19 Positive Cases on Campus**

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

### ***Work and Learning Environments***

#### **Classroom Configurations and Procedures**

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

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

### **Common Areas**

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

### **Restrooms**

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

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

### ***Transitions, Arrival and Dismissal***

#### **Transitions**

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

#### **Arrival**

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

#### **Dismissal**

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

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

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

### ***Daily Schedule***

**Start time: 7:55 with staggered arrival times**

**End time: 3:30**

#### **Breakfast**

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

#### **Lunch**

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

#### **Recess**

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

### **PE/Music/Guidance/etc.**

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

### ***Busing***

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

### ***Field Trips***

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

### ***Campus Events***

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

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

## Remote Instruction

### *General Expectations for Remote Learning*

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

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

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

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

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

### ***Instructional Design of Remote Instruction***

Remote instruction in all grades will be asynchronous instruction only.

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

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

All remote instruction will include:

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

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

### ***Remote Instruction Schedule***

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

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

### ***Determining Student Progress***

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

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

- Daily assignments
- Completed independent practice assignments
- Performance assessments

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

### ***Grading Practices***

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

### ***Intervention and Enrichment***

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

### ***Travel***



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

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

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

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

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

- Quarantine for 10 days after arrival home

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

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