

Cuero Independent School District

District Improvement Plan

2021-2022



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

Ethnic Distribution

Ethnic Distribution:

African American	196	10.0%
Hispanic	975	49.8%
White	735	37.6%
American Indian	3	0.2%
Asian	5	0.3%
Pacific Islander	1	0.1%
Two or More Races	41	2.1%

Sex:

Female	922	47.1%
Male	1,034	52.9%

Economically Disadvantaged	1,237	63.2%
Non-Educationally Disadvantaged	719	36.8%
Section 504 Students	194	9.9%
English Learners (EL)	75	3.8%
Students w/ Disciplinary Placements (2018-19)	19	0.9%
Students w/ Dyslexia	112	5.7%
Foster Care	11	0.6%
Homeless	73	3.7%
Immigrant	3	0.2%
Migrant	0	0.0%
Title I	1,341	68.6%
Military Connected	23	1.2%
At-Risk	1,009	51.6%

Students by Instructional Program:

Bilingual/ESL Education	72	3.7%
Career & Technical Education	771	39.4%
Career & Technical Education (9-12 grades only)	404	65.7%
Gifted & Talented Education	91	4.7%
Special Education	277	14.2%

Students with Disabilities by Type of Primary Disability

Total Students with Disabilities 277

By Type of Primary Disability

Students with Intellectual Disabilities	133	48.0%
Students with Physical Disabilities	55	19.9%
Students with Autism	25	9.0%
Students with Behavioral Disabilities	57	20.6%
Students with Non-Categorical Early Childhood	7	2.5%

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary: Kindergarten

	18.7
Grade 1	22.3
Grade 2	17.3
Grade 3	16.4
Grade 4	17.6
Grade 5	16.0
Grade 6	16.1

Secondary: English/Language Arts

	13.1
Foreign Languages	18.1
Mathematics	14.0
Science	15.2
Social Studies	15.8

Total Staff

	346.3	100.0%
Professional Staff:	189.3	54.7%
Teachers	156.7	45.2%
Professional Support	21.0	6.1%
Campus Administration (School Leadership)	7.6	2.2%

Total Staff	346.3	100.0%
Central Administration	4.0	1.2%
Educational Aides:	56.6	16.3%
Auxiliary Staff:	100.4	29.0%
Librarians & Counselors (Headcount):		
Librarians		
Full-time	0.0	n/a
Part-time	0.0	n/a
Counselors		
Full-time	5.0	n/a
Part-time	1.0	n/a
Total Minority Staff:	119.1	34.4%
Teachers by Ethnicity and Sex:		
African American	2.0	1.3%
Hispanic	19.7	12.6%
White	135.0	86.2%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Males	33.1	21.1%
Females	123.5	78.9%

Teachers by Highest Degree Held: No Degree

	1.0	0.6%
Bachelors	127.2	81.2%
Masters	28.5	18.2%
Doctorate	0.0	0.0%

Teachers by Years of Experience: Beginning Teachers

	8.9	5.7%
1-5 Years Experience	45.4	29.0%
6-10 Years Experience	23.6	15.1%
11-20 Years Experience	46.3	29.6%
Over 20 Years Experience	32.5	20.8%
Number of Students per Teacher	12.5	n/a

Experience of Campus Leadership:

Average Years Experience of Principals	6.8
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Experience of Campus Leadership:

Average Years Experience of Principals with District	5.8
Average Years Experience of Assistant Principals	3.0
Average Years Experience of Assistant Principals with District	2.8
Average Years Experience of Teachers:	12.4
Average Years Experience of Teachers with District:	6.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$40,875
1-5 Years Experience	\$43,902
6-10 Years Experience	\$48,762
11-20 Years Experience	\$55,443
Over 20 Years Experience	\$60,223

Average Actual Salaries (regular duties only): Teachers

	\$51,259
Professional Support	\$63,071
Campus Administration (School Leadership)	\$73,585
Central Administration	\$100,498
Instructional Staff Percent:	62.4%
Turnover Rate for Teachers:	20.6%
Staff Exclusions:	
Shared Services Arrangement Staff: Professional Staff	
	0.0
Educational Aides	0.0
Auxiliary Staff	2.0

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): 63.2 % 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

Texas Education Agency

2021 Accountability Ratings Overall Summary CUERO ISD (062901)

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	43
College, Career and Military Readiness	91
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 59.3%)	67
Closing the Gaps % of Indicators Met	
Academic Achievement Status	33%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	99%

Distinction Designations

Distinction designations were not awarded in 2021.

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,143	961	273	433	285	3,095	
Approaches GL or Above	794	658	178	318	241	2,189	71%
Meets GL or Above	511	340	95	185	151	1,282	41%
Masters GL	189	147	27	68	94	525	17%
Total Percentage Points							129%
Component Score							43

Data Table

	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	71%	58%	66%	79%	100%	75%	100%	74%	61%	56%	65%	32%	75%	72%	68%
At Meets GL Standard or Above	41%	27%	34%	54%	75%	58%	100%	56%	29%	23%	29%	16%	35%	42%	41%
At Masters GL Standard	17%	8%	12%	25%	75%	42%	0%	25%	10%	7%	12%	6%	15%	16%	19%
Number of Tests															
At Approaches GL Standard or Above	2,189	165	1,050	918	4	9	1	42	1,093	67	98	147	36	1,609	580
At Meets GL Standard or Above	1,282	78	531	630	3	7	1	32	524	27	44	75	17	933	349

	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
At Masters GL Standard	525	24	185	294	3	5	0	14	175	8	18	28	7	366	159
Total Tests	3,095	286	1,579	1,156	4	12	1	57	1,780	119	151	460	48	2,247	848
Participation															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	100%	99%
% participation 2020-21	99%	99%	99%	99%	100%	100%	100%	100%	99%	98%	99%	99%	100%	99%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	69%	56%	66%	77%	100%	75%	-	74%	61%	51%	61%	29%	71%	71%	65%
At Meets GL Standard or Above	45%	34%	37%	57%	50%	75%	-	65%	34%	22%	30%	14%	47%	45%	45%
At Masters GL Standard	17%	10%	11%	24%	50%	50%	-	30%	10%	9%	11%	4%	12%	16%	18%
Number of Tests															
At Approaches GL Standard or Above	794	61	386	325	2	3	-	17	408	23	34	51	12	582	212
At Meets GL Standard or Above	511	37	217	238	1	3	-	15	225	10	17	25	8	366	145
At Masters GL Standard	189	11	66	102	1	2	-	7	69	4	6	7	2	131	58
Total Tests	1,143	109	585	420	2	4	-	23	668	45	56	173	17	819	324
Participation															
% participation 2018-19	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
% participation 2020-21	100%	100%	100%	100%	100%	100%	-	100%	100%	98%	98%	100%	100%	100%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	68%	64%	63%	76%	100%	67%	-	76%	59%	59%	65%	32%	81%	69%	67%
At Meets GL Standard or Above	35%	22%	30%	46%	100%	33%	-	47%	25%	26%	31%	14%	25%	35%	35%
At Masters GL Standard	15%	8%	12%	20%	100%	33%	-	24%	9%	8%	15%	6%	19%	15%	17%
Number of Tests															
At Approaches GL Standard or Above	658	55	312	275	1	2	-	13	344	23	31	52	13	480	178
At Meets GL Standard or Above	340	19	146	165	1	1	-	8	147	10	15	23	4	247	93

	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
At Masters GL Standard	147	7	61	73	1	1	-	4	53	3	7	10	3	102	45
Total Tests	961	86	494	360	1	3	-	17	582	39	48	161	16	697	264
Participation															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	98%	98%	99%	98%	100%	100%	-	100%	99%	98%	98%	99%	100%	98%	99%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	65%	44%	61%	76%	100%	50%	-	60%	55%	61%	67%	22%	43%	67%	60%
At Meets GL Standard or Above	35%	20%	29%	45%	100%	0%	-	60%	24%	22%	19%	8%	29%	39%	25%
At Masters GL Standard	10%	4%	7%	14%	100%	0%	-	0%	5%	0%	0%	3%	0%	9%	13%
Number of Tests															
At Approaches GL Standard or Above	178	11	82	80	1	1	-	3	94	11	14	8	3	130	48
At Meets GL Standard or Above	95	5	39	47	1	0	-	3	41	4	4	3	2	75	20
At Masters GL Standard	27	1	10	15	1	0	-	0	8	0	0	1	0	17	10
Total Tests	273	25	135	105	1	2	-	5	171	18	21	36	7	193	80
Participation															
% participation 2018-19	100%	100%	99%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	99%
% participation 2020-21	98%	100%	97%	100%	100%	100%	-	100%	97%	100%	100%	95%	100%	98%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	73%	47%	70%	84%	-	100%	-	78%	63%	55%	67%	32%	100%	73%	75%
At Meets GL Standard or Above	43%	19%	33%	62%	-	100%	-	56%	26%	18%	27%	24%	29%	41%	49%
At Masters GL Standard	16%	6%	8%	28%	-	100%	-	22%	7%	9%	20%	7%	14%	14%	21%
Number of Tests															

	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
At Approaches GL Standard or Above	318	17	161	132	-	1	-	7	146	6	10	19	7	232	86
At Meets GL Standard or Above	185	7	75	97	-	1	-	5	60	2	4	14	2	129	56
At Masters GL Standard	68	2	19	44	-	1	-	2	17	1	3	4	1	44	24
Total Tests	433	36	230	157	-	1	-	9	230	11	15	59	7	318	115
Participation															
% participation 2018-19	99%	98%	99%	99%	100%	100%	100%	100%	98%	100%	100%	95%	100%	99%	98%
% participation 2020-21	100%	100%	100%	99%	-	100%	-	100%	99%	100%	100%	100%	100%	100%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	85%	70%	81%	93%	-	100%	100%	67%	78%	67%	82%	55%	100%	84%	86%
At Meets GL Standard or Above	53%	33%	40%	73%	-	100%	100%	33%	40%	17%	36%	32%	100%	53%	54%
At Masters GL Standard	33%	10%	21%	53%	-	50%	0%	33%	22%	0%	18%	19%	100%	33%	34%

College and Career Readiness

Annual Graduates

	Count	Percent
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Total

Total graduates 144

Total credit for CCMR criteria 131 91%

	Annual Graduates	
	Count Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	51	35%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	65	45%
Met TSI assessment criteria	56	39%
Met ACT criteria	13	9%
Met SAT criteria	37	26%
Earned credit for a college prep course	0	0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	59	41%
Met TSI assessment criteria	43	30%
Met ACT criteria	13	9%
Met SAT criteria	24	17%
Earned credit for a college prep course	14	10%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	22	15%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	37	26%
Industry-Based Certifications		
Earned an industry-based certification from approved list	114	79%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	43	30%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	8	6%

Annual Graduates

**Count
Credit Percent**

Special Ed with Advanced Degree Plan

Identified as receiving special education services and earned an advanced degree plan 0 0%

U.S. Armed Forces*

Enlisted in the U.S. Armed Forces N/A N/A

- **Indicates there are no students in the group.**

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Released August 2021

TEA | Governance and Accountability | Performance Reporting

	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%	58%	66%	79%	100%	75%	100%	74%	62%	56%	65%	32%	75%	72%	64%
% at Meets GL Standard or Above	41%	27%	34%	54%	75%	58%	100%	56%	29%	21%	29%	16%	35%	42%	41%
% at Masters GL Standard	17%	8%	12%	25%	75%	42%	0%	25%	10%	7%	12%	6%	15%	15%	19%
ELA/Reading															
Percent of Tests % at Approaches GL Standard or Above	69%	56%	66%	77%	100%	75%	-	74%	61%	51%	61%	29%	71%	71%	65%
% at Meets GL Standard or Above	45%	34%	37%	57%	0%	75%	-	65%	34%	22%	30%	14%	47%	45%	45%
% at Masters GL Standard	17%	10%	11%	24%	0%	50%	-	30%	10%	9%	11%	4%	12%	16%	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
Mathematics															
Percent of Tests % at Approaches GL Standard or Above	68%	64%	63%	76%	100%	67%	-	76%	59%	59%	65%	32%	81%	69%	67%
% at Meets GL Standard or Above	35%	22%	30%	46%	100%	33%	-	47%	25%	26%	31%	14%	25%	35%	35%
% at Masters GL Standard	15%	8%	12%	20%	100%	33%	-	24%	9%	8%	15%	6%	19%	15%	17%
Writing															
Percent of Tests % at Approaches GL Standard or Above	65%	44%	61%	76%	100%	50%	-	60%	55%	61%	67%	22%	43%	67%	60%
% at Meets GL Standard or Above	35%	29%	29%	45%	100%	0%	-	60%	22%	22%	19%	8%	29%	39%	25%
% at Masters GL Standard	10%	4%	7%	14%	100%	0%	-	0%	5%	0%	0%	3%	3%	9%	13%
Science															
Percent of Tests % at Approaches GL Standard or Above	73%	47%	70%	84%	-	100%	-	78%	63%	55%	67%	32%	100%	73%	75%
% at Meets GL Standard or Above	43%	19%	33%	62%	-	100%	-	56%	26%	18%	27%	24%	29%	41%	49%
% at Masters GL Standard	16%	6%	8%	28%	-	100%	-	22%	7%	9%	20%	7%	14%	14%	21%
Social Studies															
Percent of Tests % at Approaches GL Standard or Above	85%	70%	81%	93%	-	100%	100%	67%	78%	67%	82%	55%	100%	84%	86%
% at Meets GL Standard or Above	53%	33%	40%	73%	-	100%	100%	33%	40%	17%	36%	32%	100%	53%	54%
% at Masters GL Standard	33%	10%	21%	53%	-	50%	100%	33%	22%	0%	19%	19%	100%	33%	34%

2019 and 2021 STAAR and STAAR EOC Result Comparisons

2019 and 2021 STAAR Reading Comparisons

Grade	Year	Approaches	Meets	Masters
3	2019	72%	35%	22%
	2021	70% -2%	25% -10%	12% -10%
4	2019	77%	37%	13%
	2021	63% -14%	31% -6%	15% +2%
5	2019	86%	43%	19%
	2021	67% -17%	40% -3%	25% +4%
6	2019	78%	30%	8%
	2021	51% -27%	23% -7%	8% 0%
7	2019	77%	44%	26%
	2021	74% -4%	43% -1%	23% -3%
8	2019	92%	51%	29%
	2021	86% -6%	62% +11%	24% -5%

2019 and 2021 STAAR Math Comparisons

Grade	Year	Approaches	Meets	Masters
3	2019	75%	36%	17%
	2021	60% -15%	28% -8%	14% -3%
4	2019	71%	33%	16%
	2021	55% -16%	22% -11%	12% -4%
5	2019	88%	41%	21%
	2021	66% -22%	32% -9%	19% -2%
6	2019	79%	30%	8%
	2021	58% -21%	14% -16%	2% -6%
7	2019	69%	28%	6%
	2021	61% -8%	25% -3%	10% +4%
8	2019	94%	71%	21%
	2021	85% -9%	61% -10%	15% -6%

2019 and 2021 STAAR Writing Comparisons

Grade	Year	Approaches	Meets	Masters
4	2019	71%	24%	4%
	2021	62% -9%	33% +9%	10% +6%

Grade		Approaches	Meets	Masters
7	2019	68%	33%	8%
	2021	67% -1%	35% +2%	9% +1%

2019 and 2021 5th and 8th STAAR Science Comparisons

Grade		Approaches	Meets	Masters
5	2019	70%	32%	14%
	2021	60% -10%	30% -2%	14% +0
8	2019	79%	47%	17%
	2021	73% -6%	39% -8%	15% -2%

2019 and 2021 STAAR EOC Comparisons

Subject		Approaches	Meets	Masters
Algebra I	2019	86%	21%	17%
	2021	76% -13%	33% +12%	12% -5%
Biology	2019	93%	69%	19%
	2021	81% -12%	54% -15%	18% -1%
English I	2019	73%	55%	6%
	2021	70% -3%	57% +2%	11% +5%
English II	2019	74%	53%	3%
	2021	69% -5%	59% +6%	13% +10%
US History	2019	92%	68%	41%
	2021	93% +1%	71% +3%	52% +11%

Student Achievement Strengths

Grade 4 and 7 STAAR Writing showed an increase in percentage of students at the Meets and Masters level. Grades 4 and 5 showed an increase in percentage of students at the Masters level in Reading; Grade 8 Reading had an increase in the Meets level in STAAR Reading.

At the High School Level, Algebra 1 showed a 12% increase at the Meets level. English I and II had an increase at the Meets and Masters levels. US History showed an increase at all levels, Approaches, Meets and Masters. CCMR credit was 91%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 69% approached GL, 45% met GL, and 17% mastered GL in ELA/Reading. **Root Cause:** Inconsistent implementation of ELAR TEKS across grade levels; need to increase students' phonics and early reading proficiency in grades K-2.

Problem Statement 2 (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:** Inconsistent support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 3: 68% approached GL, 35% met GL, and 15% mastered GL in mathematics. **Root Cause:** Lack of foundational skills and problem solving.

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 and passing 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.

Fountas & Pinnell for K-1 ELAR and Pearson Saavas 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 for students at Hunt Elementary.

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.

ESSER I, II, and III funds available; TCLAS Grant awarded.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: STAAR data indicate a need for improvement in ELAR. **Root Cause:** Need for consistent phonics and early reading instruction.

Problem Statement 2: STAAR data indicate a need for improvement in math achievement. **Root Cause:** Lack of foundational and problem solving skills.

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: 63.2 % 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: 2019 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, writing, science, and social studies.

Root Cause 2: Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 69% approached GL, 45% met GL, and 17% 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 in grades K-2.

Problem Statement 3 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

- State and federally required assessment information
- (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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

Revised/Approved: September 22, 2021

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>Strategy 1: Provide additional access to writing training.</p> <p>Writing samples collected and analyzed</p> <p>Strategy's Expected Result/Impact: Increase of benchmark and STAAR writing scores. Staff Responsible for Monitoring: Principals and district asst. supt. of C&I Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title I, Part A, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor writing instruction and writing alignment in lesson plans, in writing samples, and in benchmark assessments.</p> <p>Strategy's Expected Result/Impact: Increase in writing benchmark scores and in STAAR writing scores. Staff Responsible for Monitoring: Principals and asst. supt. of curriculum & instruction Funding Sources: - Title I, Part A, - Title II, Part A</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 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in unit, benchmark, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of Curriculum & Instruction</p> <p>Funding Sources: - Title II, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Fundamental 5 will be utilized and documented in lesson plans</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and student performance</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: - Title II, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Lesson Plans
STAAR scores
Unit Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in achievement on Unit Assessments STAAR Results</p> <p>Staff Responsible for Monitoring: Principals Interventionists Instructional technologists Asst. Supt. of C&I</p> <p>Funding Sources: - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will develop lesson plans with complexity to improve the academic rigor of instruction</p> <p>Strategy's Expected Result/Impact: Increase in unit assessments and state scores</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Funding Sources: - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will utilize a variety of data sources to measure student growth such as mClass, DRA, Unit Assessments, state assessments</p> <p>Strategy's Expected Result/Impact: Increase in student growth on state assessments.</p> <p>Staff Responsible for Monitoring: Principals Interventionists Instructional Technologists Asst. Supt. of C&I</p> <p>Funding Sources: - Title I, Part A, - TCLAS - Texas COVID Learning Acceleration Supports, - Title II, Part A, - ESSER III (ARP Act), - General Funds, - Title V, Part B</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Principals Campus technologists District technology</p> <p>Funding Sources: - Title I, Part A - \$10,000, - Title II, Part A - \$19,987</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 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,</p> <p>Increase rigor in course content and encourage increase in student participation in preAP, AP, and dual credit, and credit by exam</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in meets and masters in STAAR and STAAR EOC</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I GT, Honors, and AP teachers</p> <p>Funding Sources: - General Funds, - Gifted/Talented</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: Increase in STAAR Reading from 69% to 80% by June 2022.

Evaluation Data Sources: Increase in State assessments.

Strategy 1 Details	Reviews			
Strategy 1: Monitor consistent use of ELAR Fountas & Pinnell for K-1, Really Great Reading for phonics in K-2 and Pearson(SAAVAS) for grades 2-8 Strategy's Expected Result/Impact: Increase in reading achievement Staff Responsible for Monitoring: Asst. Supt. of C&I Principals Funding Sources: - Title I, Part A, - Title II, Part A, - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor reading benchmark results, phonics assessments, DRA, fluency, and mClass Strategy's Expected Result/Impact: Increase in reading achievement Staff Responsible for Monitoring: Asst. Supt. of C&I Principals Funding Sources: - General Funds, - Title II, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in special ed student achievement</p> <p>Staff Responsible for Monitoring: Principals Interventionists Asst. Supt. of C&I</p> <p>Funding Sources: - Title I, Part A, - General Funds, - Title II, Part A, - IDEA B Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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</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>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Principals Instructionists Instructional Coach Asst. Supt. of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title I, Part A, - ESSER III (ARP Act), - TCLAS - Texas COVID Learning Acceleration Supports</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 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)]</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I District Dyslexia Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title II, Part A, - Title I, Part A, - General Funds, - IDEA B Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Improve and increase student performance, differentiate instruction, and address special education, 504, Emergent bilingual (formerly EL) , GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: - Title II, Part A, - General Funds, - Career/Technology Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Address the needs of students with Limited English Proficiency of emergent bilingual students 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.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Screen, test, identify, and provide instruction for dyslexic students Provide training in dyslexia Use district dyslexia teachers 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>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Asst. Supt. of C&I District Dyslexia Teachers LSSP and Diagnostians Title I Schoolwide Elements: 2.4 Funding Sources: - General Funds - \$65,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 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 Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principals Asst Supt of C&I Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title V, Part B, - General Funds, - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide extended day opportunities (before and after school) and Saturday school to accelerate learning in accordance with HB 4545. Provide in town transportation for after and Saturday school tutoring students. Provide extended year opportunities to accelerate learning. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principals Asst. Supt. of C&I/Federal Programs Funding Sources: - TCLAS - Texas COVID Learning Acceleration Supports, - Title I, Part A - \$37,401, - ESSER III (ARP Act)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Support early childhood education with full day PreK for eligible children Strategy's Expected Result/Impact: Increase in early learning opportunities Staff Responsible for Monitoring: Principal Funding Sources: - Title I, Part A - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 6: Support learning formats, face-to-face and at-home for medical needs (COVID)





Strategy 1 Details	Reviews			
Strategy 1: Strong Start Plan shared throughout with Zoom town hall meetings, district and campus websites. Strategy's Expected Result/Impact: Low loss of attendance (students and staff) due to COVID-19 Staff Responsible for Monitoring: District and campus administrators; District and campus nurses Funding Sources: - General Funds	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Performance Objective 1: District will provide all state mandated required trainings.

Evaluation Data Sources: Discipline reports; bullying reports





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

Strategy 4 Details	Reviews			
Strategy 4: Contract with and utilize Nixon-Smiley ISD for alternative ed (DAEP) with placements based on district and state guidelines Strategy's Expected Result/Impact: Improvement in behavior and student achievement Staff Responsible for Monitoring: Principals Funding Sources: - State Compensatory Education - \$90,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Increased school safety Reduction in discipline Staff Responsible for Monitoring: Principals SROs Funding Sources: - Dept. of Justice COPS SVPP Grant, - School Safety & Security Grant, - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy Strategy's Expected Result/Impact: Increased attendance Increase in achievement Staff Responsible for Monitoring: Principals Student Services Asst. Supt. of C&I Funding Sources: - General Funds	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: District Nurse Principals Counselors Asst. Supt. of C&I Funding Sources: - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote comprehensive wellness program sensitive to student/staff diversity</p> <p>Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: District Nurse Principals Counselors Asst. Supt. of C&I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Update Raptor System</p> <p>Strategy's Expected Result/Impact: Increased Safety Staff Responsible for Monitoring: David Truman Paula Brown Funding Sources: - General Funds - \$2,625</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Promote and implement the Sandy Hook Say Something Program. School resource officers will train students in secondary schools.</p> <p>Funding Sources: - Dept. of Justice COPS SVPP Grant, - School Safety Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide health pay stipend to staff members for the prevention and mitigation of the COVID-19 virus. Strategy's Expected Result/Impact: Prevention and mitigation of the COVID-19 virus to staff and students. Staff Responsible for Monitoring: District COVID-19 Team Funding Sources: - ESSER II (CRRSA Act), - ESSER III (ARP Act), - ESSER I (CARES Act)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide hazard pay stipend to staff members. Strategy's Expected Result/Impact: Improve the level of staff wellness. Staff Responsible for Monitoring: District Administrators Funding Sources: - ESSER III (ARP Act), - ESSER II (CRRSA Act), - ESSER I (CARES Act)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Hire two Licensed Professional Counselors (LPCs) to address and student and staff mental health; one to serve the elementary campuses and one to serve tat he secondary level. Strategy's Expected Result/Impact: Student and staff wellness Staff Responsible for Monitoring: Asst Superintendent - Federal programs Principals Funding Sources: - ESSER III (ARP Act)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





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

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

Evaluation Data Sources: Attendance Data

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

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.

Strategy 1 Details	Reviews			
Strategy 1: Safety and Security meet and address needs. Strategy's Expected Result/Impact: Security and safety needs will be met. Staff Responsible for Monitoring: Ruby Rodriguez Funding Sources: - Dept. of Justice COPS SVPP Grant, - General Funds	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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.

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

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)]





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

Performance Objective 8: Promote safe and healthy environments for students and to prevent and deter the use of vaping devices. Vape detectors installed and monitored in high traffic areas.

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





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

Strategy 1 Details	Reviews			
<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement</p> <p>Staff Responsible for Monitoring: Principals Student Services</p> <p>Funding Sources: - Title I, Part A - \$45,000, - ESSER III (ARP Act), - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Improved attendance Increased achievement</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Funding Sources: - Title I, Part A - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I</p> <p>Funding Sources: - Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support Early Learning Activities for age birth to 4 year old with parents and children</p> <p>Strategy's Expected Result/Impact: Increase in parent and family involvement Increase in early math, reading, and social skills for young children</p> <p>Staff Responsible for Monitoring: Asst. Supt. of C&I/Federal Programs Student Services</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Support parent, family, and community engagement of emergent bilingual students by implementing the Latino Family Literacy Project. Dual language books, vocabulary sheets, and reading tips will be provided to help build a strong reading foundation.</p> <p>Strategy's Expected Result/Impact: Increase in parent, family and community engagement of emergent bilingual population.</p> <p>Staff Responsible for Monitoring: Asst. Supt. C&I/Federal Programs Coordinator for C&I/Federal Programs</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>Strategy 1: 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>Strategy's Expected Result/Impact: Highly qualified teachers</p> <p>Staff Responsible for Monitoring: District admin Campus principals</p> <p>Funding Sources: - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers</p> <p>Staff Responsible for Monitoring: District admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have time to meet and plan in professional learning (PLCs) during the school day and after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principals Asst. Supt. of C&I/Federal Programs</p> <p>Funding Sources: - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide retention pay stipend to highly qualified classroom teachers.</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified classroom teachers.</p> <p>Staff Responsible for Monitoring: District Administration Human Resources Staff</p> <p>Funding Sources: - ESSER II (CRRSA Act), - ESSER III (ARP Act), - ESSER I (CARES Act)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Promote and increase College and Career Readiness.





Performance Objective 1: Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Strategy 1 Details	Reviews			
Strategy 1: Provide instruction in NCCER Core Microsoft Word, Excel, Adobe CNA Auto Mechanics Cosmetology Strategy's Expected Result/Impact: Industry certifications earned Staff Responsible for Monitoring: Principal CTE Teachers Asst. Supt. of C&I Funding Sources: - Carl Perkins Act (SSA), - Career/Technology Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support AVID elective classes at Jr. High and High School . Strategy's Expected Result/Impact: Increase in college and career awareness Staff Responsible for Monitoring: Campus Principal Campus AVID Coordinator Asst. Supt. of C&I (AVID District Director) Funding Sources: - Title V, Part B - \$29,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support AVID at the Jr. High and High School - AVID elective classes at Jr. High and High School Strategy's Expected Result/Impact: Increase in college and career readiness Staff Responsible for Monitoring: Principals Asst. Supt. of C&I/Federal Programs AVID Site Coordinator Funding Sources: - Title V, Part B	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 2: Promote and support college and career days

Evaluation Data Sources: Trips taken
Events held

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

Goal 5: Promote and increase College and Career Readiness.

Performance Objective 3: Promote and enhance the AVID (Advancement via Individual Determination) Program at secondary schools to help close the opportunity gap and prepare all students for college, careers, and life.

Evaluation Data Sources: Post-graduation plans

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
6100 Subtotal:		\$451,658.00
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
199-11-6299-00-042-1-30-000	6299 Miscellaneous Contracted Services	\$2,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6299-00-999-0-28-000	6299 Miscellaneous Contracted Services	\$104,835.00
6200 Subtotal:		\$152,835.00
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
6300 Subtotal:		\$358,598.00

Personnel for District Improvement Plan

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ARROYO, A.	TEACHER	ELAR	100%
KRAUSER, A.	TEACHER	RTI	100%
MARTINEZ, M.	AIDE	PREK-1	100%
McCLELLAN, M.	TEACHER	RTI	100%
WILLIAMS, R.	AIDE	SCHOOL-WIDE	50%
WINKLER, K.	TEACHER	ELAR	100%

District Funding Summary

Career/Technology Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Carl Perkins Act (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
ESSER I (CARES Act)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
2	2	6			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
ESSER II (CRRSA Act)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
2	2	6			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
ESSER III (ARP Act)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	5	2			\$0.00
1	5	8			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00

ESSER III (ARP Act)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7			\$0.00
3	1	1			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	6			\$65,000.00
1	5	7			\$0.00
1	6	1			\$0.00
2	1	1			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	2	3			\$2,625.00
2	5	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$67,625.00

Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
Sub-Total					\$0.00
IDEA B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	5	3			\$0.00
Sub-Total					\$0.00
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	1			\$0.00
1	1	2			\$0.00
1	3	3			\$0.00
1	3	4			\$10,000.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	5	7			\$0.00
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

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
Sub-Total					\$207,901.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$19,987.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$19,987.00
Title III, Part A - LEP (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$29,002.00
5	2	1			\$0.00
5	2	2			\$8,000.00

Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$37,002.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	5	7			\$0.00
5	1	2			\$29,000.00
5	1	3			\$0.00
5	2	1			\$0.00
Sub-Total					\$29,000.00
School Safety & Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
Sub-Total					\$0.00
School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
Sub-Total					\$0.00
Dept. of Justice COPS SVPP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	2	4			\$0.00
2	5	1			\$0.00
Sub-Total					\$0.00
TCLAS - Texas COVID Learning Acceleration Supports					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	5	2			\$0.00
1	5	8			\$0.00
Sub-Total					\$0.00

TCLAS - Texas COVID Learning Acceleration Supports

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$451,515.00

Addendums

CUERO ISD



Strong Start Plan

On-Site Instruction

Health and Safety Protocols

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.

Students Who Have COVID-19

As provided in this Department of State Health Services (DSHS) Rule, school systems must exclude students from attending school in person who are actively sick with COVID-19 or who have received a positive test result for COVID-19. Parents

must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19, 2 until the conditions for re-entry are met.

Students with COVID-19 may not return to school until the following criteria are met:

i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. or;

ii. a release from a doctor.

Students Who Are Close Contacts

From TEA

Given the data from 2020-21 showing very low COVID-19 transmission rates in a classroom setting and data demonstrating lower transmission rates among children than adults, school systems are not required to conduct COVID-19 contact tracing. If school systems are made aware that a student is a close contact, the school system should notify the student's parents. Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period. For individuals who are determined to be close contacts, the stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed. Alternatively, students can end the stay-at-home period if they receive a negative result from a PCR acute infection test after the close contact exposure ends. During the stay-at-home period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed Student Attendance Accounting Handbook (SAAH) rules.

Cuero ISD will send out notification to all individuals in a room, area, or extracurricular activity that a positive individual may have accessed.

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.**

Student Sent Home By Nurse

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

or

ii. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications)

STAFF Who Have COVID-19

CDC recommends staff should stay home when they have signs of any infectious illness and be referred to their health care provider for testing and care. CDC has an added recommendation for fully vaccinated people who have a known exposure to someone with suspected or confirmed COVID-19 to be tested three to five days after exposure, regardless of whether they have symptoms.

STAFF with COVID-19 may not return to school until the following criteria are met:

i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. OR;

ii. a release from a doctor.

STAFF Who are close contacts

VACCINATED

May come to work if they have no sign or symptom. Must test every other day for ten days from contact

If symptoms arise staff must meet the following criteria to return:

i. at least ten (10) days have passed since symptoms first appeared.;OR

iii. a release from a doctor.

UNVACCINATED

If unvaccinated and confirmed close contact, employee may return to work if the following criteria are met:

- i. at least ten (10) days have passed since symptoms first appeared.;OR
- ii. Must test every other day for ten days from contact

•Face Coverings

We strongly recommend use of face coverings but CANNOT require them to be worn.

- To create a safe environment for CISD staff and students, CDC recommends face coverings. We recommend staff and students utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, cafeteria, etc.
- Facemasks/ coverings 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.

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 **without an appointment**.
- Families are encouraged to contact the office by phone rather than entering the building.
- We recommend individuals entering the building and visiting the office area to wear a face covering.

Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.

Campus Cleaning Protocols

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- Buckets of sanitizing wipes are available in each classroom and common areas to maximize room cleanliness.
- 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.

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.
- Virtual meetings will be utilized when possible.
- In-person meetings will be by appointment only.

Arrival and Dismissal

Arrival

- Buildings will open at 7:30 a.m., if a student enters they must report directly to their classroom.
- Visitors will not be allowed in the building during arrival, unless an appointment has been made.

Dismissal

- 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.)
- Campus-specific bus procedures will be established.

Daily Schedule

Start time: 7:55

End time: 3:35

Breakfast

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

Lunch

- Campuses will develop campus-specific lunch procedures dependent on space, staffing and student counts.
- Parents/Guardians are prohibited from having lunch on campus with students.
- Student's may bring their own. No food delivery to campuses.

PE/Music/Guidance/etc.

- PE classes will be conducted outdoors when possible with classroom groups separated as much as possible.
- Students will use their own art supplies.

Busing

- **We recommend** face coverings be worn during the entire bus trip.
- Students who need to ride the bus will complete a bus registration process.

Campus Events

- **We will have** Meet the teacher, open house, and parent conferences **(by appointment)**.
- **Parents will be allowed to attend class performances and assemblies.**

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 and believe you were exposed, 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 or;
- Proof of vaccination

Out of state travel and believe you were exposed, 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 or;
- Proof of vaccination

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

- Quarantine for 14 days after arrival home or;
- Release from doctor or;
- Proof of vaccination