Cuero Independent School District

Hunt Elementary

2019-2020

Accountability Rating: C

Board Approval Date: September 16, 2019
Public Presentation Date: August 21, 2019

Mission Statement

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

Vision

Hunt Elementary encourages students to be confident, knowledgeable, responsible and productive citizens in a diverse, ever-changing world.

Core Beliefs

At Hunt Elementary we Strive for Excellence! The core beliefs of Hunt Elementary are as follows:

All members of Hunt Elementary are expected to show respect, make good decisions, and solve problems.

We have Gobbler Pride in ourselves, our colleagues, our students, and our families!

We are professionals who are committed to helping children to be successful.

We have high academic expectations and accountability.

We communicate effectively and clearly.

We advocate on behalf of each child in our care to ensure their needs are met academically, physically, socially, and emotionally.

We continually strive to improve our performance through training, education, and commitment to our profession.

We believe EVERY child can learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hunt Elementary is a Title I Campus and proudly serves students 2nd through 5th grade in helping students acquire fundamental educational skills and concepts. The facility is four years old. Many of our teachers and staff members are proud Cuero residents who share in a deep-rooted tradition of educational excellence.

The 2017-2018 TAPR report indicated an enrollment at Hunt Elementary of 565 students (148 in Grade 2, 130 in Grade 3, 151 in Grade 4 and 136 in Grade 5) with 12% being African American, 52.9% Hispanic, 32.4% White, 0.2% Asian and 2.5% two or more races. Of these students, 77.3% were classified as at-risk, 5.7% as English Learners and approximately 12% of the student population receiving special education services.

Hunt is projected to house over 550 students in 2019-2020 with seven homeroom sections in grades 2-5. Hunt also has 2.5 Resource/Inclusion Teachers, two Life Skills Teachers, one Fine Arts Teacher, two Reading Interventionists, one Math Interventionist, one Physical Education Teacher, one Counselor, one Assistant Principal, one Principal, one campus secretary, one LVN Nurse, and one paraprofessional per grade level. The current campus leadership remains the same from 2018-2019. Hunt has 44 teachers, four of which are shared with other campuses, and an Instructional Coach. Hunt Elementary teachers are certified for the grade level and content and receive on-going professional development in their field. All Hunt Elementary students participate in core curricular instruction, Fine Arts (art and music), Physical Education and STREAM (Science, Technology, Reading, Engineering, Arts & Mathematics). The average class size is 20 students per teacher with a total enrollment expected to surpass 550 students. In 2018-2019 Hunt Elementary is a Title I campus. The traditional atmosphere of the community and emphasis on educating the "whole child" invites families to our schools.

Demographics Strengths

Hunt Elementary has many strengths. Some of the most notable demographic strengths include:

1. Most students that start in Cuero schools graduate from Cuero High School because families are pleased with the schools within Cuero ISD. Students are honored for their achievements at a minimum of each six weeks.

2. The attendance rate at Hunt Elementary continues to remain steady at approximately 96%. Attendance incentives and recognition are given routinely.

3. Minimal to no students withdrew during 2018-2019 because they were unhappy with our campus.

4. Students at Hunt Elementary are very accepting of new students regardless of race or ethnicity or student abilities. Student diversity is abundant.

5. Student to Teacher ratio rates are optimal. Most homeroom classes have 20 students per teacher.

6. Students participate in STREAM classes weekly to foster 21st Century Learning and career pathways.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of economically disadvantaged students remains high, which is a significant concern for our school as research shows that students living at or near poverty face unique hardships for learning. **Root Cause**: Lack of education and opportunity for many families at or near the poverty level in rural areas. Lack of educational importance and value among and within many local families.

Problem Statement 2: Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2019, Hunt has approximately 17% of the total student population receiving Special Education Services. **Root Cause**: Lack of early education within the home environment especially for many families at or near the poverty level. Over 50% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level.

Problem Statement 3: Enrollment data indicates that the percentage of students identified as English as a Second Language has increased each year. **Root Cause**: Surveys indicate that teachers feel they need more training to address the special needs of our ESL students

Problem Statement 4: Data from the May 2019 teacher survey reveals a need for professional development on culture, customs, and traditions of the increasingly diverse ethnic backgrounds of our students. **Root Cause**: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.

Student Achievement

Student Achievement Summary

Students in grades 3-5 took the math and reading STAAR assessments. Additionally, students in grades 4 took the Writing STAAR and students in grade 5 took the Science STAAR. Students in grade 5 had three opportunities to demonstrate mastery on Math and Reading STAAR assessments. The preliminary percentages of students who met the state standard are as follows:

3rd grade Math 74% (2017) 81% (2018) 75% (2019)

3rd grade Reading 64% (2017) 72% (2018) 72% (2019)

4th grade Math 60% (2017) 79% (2018) 71% (2019)

4th grade Reading 70% (2017) 70% (2018) 77% (2019)

4th grade Writing 53% (2017) 44% (2018) 57% (2019)

5th grade Math 81% (after second administration in 2017) 87% (after second administration in 2018) 88% (after second administration in 2019)

5th grade Reading 77% (after second administration) 81% (after second administration in 2018) 84% (after second administration in 2019)

5th grade Science 56% (2017) 65% (2018) 73% (2019)

Although we are proud of the student progress in many of our subject/grade areas, we know there is much more work to be done. We strive for high achievement with distinctions; however, in comparing student groups, there are several concerns. White and Hispanic student groups scored consistently higher than African American students. Additionally, special education students and economically disadvantaged students also showed disparity in scores in grades 3-5. ELL scores are comparable to other student groups in grades 3-5.

Hunt achieved "Met Standard" rating for 2017-2018 in all four indexes of Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Additionally Hunt earned a "C" rating for 2018-2019, but is required to write a TIP plan due to being Targeted Improvement and Additional Support Needed.

Hunt Elementary would have received a rating of "C" for 2017-2018 had the campuses received a rating.

Student Achievement Strengths

Hunt Elementary has a population of hard-working students and committed staff members. Hunt is strengthening core instruction to help provide high-quality lessons while providing opportunities to help close academic gaps through means of tutorials, STAAR Camps, and tiered intervention along with a grading policy that gives students a second chance to demonstrate learning. The campus is proud of many different student achievement strengths, including:

Earning a Distinction for top 25% Student Progress in 2016-2017

Meeting all of the State System Safeguards

A significant increase in STAAR scores in 5th Grade Reading, Math and Science scores over the past few years.

A significant increase in Science STAAR Scores from 2017 to 2018 and again from 2018 to 2019. Science scores in 5th grade are the highest they've been in 7 years.

4th Grade Writing had an increase of 12% from 2018 to 2019.

4th Grade Reading and 5th Grade Math scores are the highest they've been in 7 years.

Many data options are available and used for instructional decisions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2019 STAAR data reveals that Special Education students score below all other student groups in reading and math. **Root Cause**: The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 2: Third grade Reading and Math scores, 4th grade Writing scores, and 4th grade math scores on 2019 STAAR fell below our targeted goal for the campus. **Root Cause**: The root cause is not totally understood; however, non-mastery of the math and reading standards can be documented as early as Kindergarten. Hunt has an ELAR instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Additionally, Curriculum Adoption Training and Alignment is needed.

Problem Statement 3: DRA and TPRI data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups. **Root Cause**: Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Over 50% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

Problem Statement 4: 2019 STAAR data reveals that African American students score significantly below the Hispanic and White student groups. **Root Cause**: A possible root cause is the lack of cultural proficiency awareness/training among staff.

School Culture and Climate

School Culture and Climate Summary

Near the completion of the 2018-2019 school year, district-wide surveys were available to teachers, staff, students and parents. Positives from the student survey include students enjoy going to school, feel safe at school, know and follow the school rules, find the library useful, feel recognized for doing well in school, enjoy school programs, feel teachers use ipads effectively, feel they are learning test taking strategies, feel teachers help when material is not understood, feel teachers respect them, feel teachers believe students can succeed, have worked individually as well as in small and whole groups, and their parents feel welcome at school. Negatives from the student survey include feeling unsafe on the bus and recess being too short. Teachers and staff indicated in their survey that teachers cooperate as teams for student success, instruction is differentiated, they are aware of how 504 students are to be educationally served, after school tutoring is available, school and facilities are adequately maintained, the campus is safe, and the office staff is friendly. Teachers and staff noted that campus communication can be improved and administrators visit the classroom more frequently. Parents are pleased with the new facility, are informed about how their child is expected to behave, feel their child is safe at school, feel comfortable communicating with their child's teacher, feel welcomed at school, participate in conferences with their child's teacher, feel school is clean and pleased with library services. Parents expressed concern about the communication mode being via technology as some do not have access, poor tasting cafeteria food, and bus safety.

An analysis of discipline data revealed that a small number of teachers generate the majority of referrals. Referrals that are considered classroom management issues were addressed with a conference between the teacher and campus administration. The vast majority of the behavior infractions included Classroom Disruptions, Defiance, and Bus Referrals. Males had the most referrals at approximately 65%. African American and Hispanic students counted for approximately 75% of referrals. This evidence clearly shows the disconnect between certain teachers and student groups. Cultural proficiency training and an increase of multicultural awareness/embrace is a need.

School Culture and Climate Strengths

Teacher survey data and feedback indicated that teachers and staff feel Hunt Elementary is a positive campus to work. Campus committees and student incentive programs are continuing to improve campus morale, increase student attendance, increase student academic achievement, increase students and staff accountability and decrease student discipline issues. Teachers work collaboratively in teams and support school-wide events such as Meet the Teacher, Grandparent Breakfast, Family Math Night, Family Reading Night, Thanksgiving Luncheon, Holiday Programs, Fall Festival, Science Fair, Spelling Bee and other campus events. Teachers note that Administrative presence in classes and adding several phones for staff access is helpful. Parent-Teacher conferences are encouraged and supported with coverage.

Student Involvement includes Student Council, Science Fair, Spelling Bee, Talent Show, Field Day and other school sponsored events. A strong sense of Gobbler Pride is evident among the student body. The campus At-Risk Coordinator meets routinely with parents and students who are in danger of failing or who are demonstrating academic deficiencies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. **Root Cause**: Staff not always consistently utilizing PBIS techniques and procedures. Behavioral RtI Plans not always consistently implemented by teachers.

Problem Statement 2: African American and Hispanic male students have the majority of discipline referrals. **Root Cause**: Lack of effective mentoring program and lack of cultural sensitivity by some staff members.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hunt Elementary experienced minimal turnover this past year. The stability at Hunt is instrumental in helping students make academic gains. The goal remains an average student to teacher ratio of 19:1 in the core areas although classes exceeded 20 students in 2018-2019. Staff depth of knowledge in content areas is increasing and professional development is encouraged. Cuero ISD participates in educational job fairs in attempt to recruit quality educators (Texas State, Texas A&M, University of Houston-Victoria, Region III ESC) and advertises on the district website, TASA, and local newspapers. The challenge to acquire and retain quality staff is due to varying reasons such as salary, housing, societal changes and other career interests.

Hunt Elementary teachers are certified in the area/grade level in which they teach. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2019 to earn comp days within the 2019-2020 school calendar. All Hunt Elementary teachers are matched with an instructional coach who helps guide and mentor them in attaining goals. Horizontal planning/PLC time is built within the master schedule weekly for professional development, collaboration and data analysis. Teachers new to the teaching profession also receive mentoring through Region III ESC New Teacher Academies. Teachers are equipped with technological devices and support from within Cuero ISD. Campus Admin and Hospitality Committee host various morale building events throughout the school year to help staff feel appreciated and valued. The Superintendent hosts monthly meetings with teachers to share information and address concerns.

Staff Quality, Recruitment, and Retention Strengths

Most staff members participated in local staff development opportunities prior to the 2019-2020 school year in instructional technology and other professional development related to their content area. Additionally, those new to the district had extensive training that helped orient them to the procedures and protocols of Cuero ISD.

Cuero ISD has team members attend job fairs at universities in Texas to recruit qualified applicants to the school district. Positions are also posted on the Cuero ISD website and TASA.

New teachers have mentors who assist as needed with daily school operations, lesson planning, and other school functions. All teachers have instructional coaching to help with curricular implementation, classroom management and student assessment data.

Hunt Elementary's staff quality, recruitment and retention strengths include:

100% of the Hunt Staff is certified

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

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

Each grade level is staffed with needed ESL teachers per grade level.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and pacing calendar.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Research supports keeping class sizes smaller to positively impact student learning and student engagement. **Root Cause**: Budget restraints and limited state funding do not always allow to increase personnel staff.

Problem Statement 2: Lack of affordable housing opportunities within the community. **Root Cause**: Rural community lacks abundance of affordable housing.

Problem Statement 3: The challenges and demands of teaching are causing some to explore alternate career paths. **Root Cause**: Societal changes and family apathy for education create increased learning deficiencies among many.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum and instructional focus at Hunt Elementary is guided by grade level standards as required by the Texas Essential Knowledge and Skills (TEKS). TEKS Resource and pacing guides along with new ELAR adoptions are the primary components of our curriculum plan. Teachers use textbooks and other publisher and online resources in supplementing lessons. To ensure that teachers are focusing their instruction on readiness and supporting standards, and to ensure that any curriculum is being utilized to support state standards, the teachers will continue to submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking. The campus administration will conduct walkthroughs throughout the school year and share data with teachers so that adjustments can be made as needed. Additionally, Hunt teachers will use materials acquired through grants, Lead4ward, Region III, Fundamental 5 and other professional sources as we continue to reach the stands set for STAAR and the state accountability system. All classrooms will be evaluated using the T-TESS instrument.

Assessments (STAR, TPRI, Reading Plus, iStation, core subjects--ELAR, Math, Science and Social Studies) are carefully analyzed as teams meet to establish strengths and needs. Cuero ISD promotes the 4C's of Learning: Communication, Collaboration, Creativity, and Critical Thinking and the Fundamental 5. Grade level teams meet weekly with support staff to align instruction in order to ensure students are taught the necessary skills and standards they need to be academically successful. Our campus Instructional Coach will help oversee instructional needs and alignment along with campus administrators.

Curriculum, Instruction, and Assessment Strengths

Hunt Elementary has identified the following strengths for Curriculum, Instruction, and Assessment Strengths:

- Weekly PLCs to include grade level teams, administrators, RtI Teachers, Spec Ed Teachers
- The ability to interpret and use assessment data to help formulate instructional decisions through data meetings
- Assessments such as TPRI and DRA administered at the beginning, middle and end of year for grade 2, and STAR is administered at beginning, middle and end of year for grades 2-5 and Reading Plus for grades 4-5, istation, and STAR for grades 2-5.
- DMAC analysis of core curricular assessments
- STAAR released data
- RtI Services
- DMAC (assessment, benchmarks, data analysis)
- STEMSCOPES
- Mentoring Minds (challenging, high rigor, STAAR prep)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Insufficient student writing in all core areas **Root Cause**: Lack of teacher implementation and lack of academic vocabulary; weak grammar, handwriting, spelling and phonics skills; lack of vertical alignment

Problem Statement 2: Lack of effectively targeting student needs based upon TEKS performance **Root Cause**: Teachers not always being reflective practitioners

Parent and Community Engagement

Parent and Community Engagement Summary

Hunt Elementary strives to create a warm, welcoming kid-friendly environment. The campus promotes a climate that fosters a partnership among school, parents and community. Campus events are communicated through letters, Remind 101, District Facebook, District Website, parent-teacher conferences, Blackboard Connect, parent-teacher conferences and the local newspaper. Parents and community members are encouraged to attend school functions and be an active member of the school family.

According to the Community and Engagement surveys that were taken in the Spring of 2019, Hunt Elementary was rated Exemplary in all of the categories which include: Fine Arts, Wellness & Physical Education, Community & Parental Involvement, 2nd Language Acquisition, Digital Learning Environment, 21st Century Workforce Development, Dropout Prevention and Gifted & Talented Programs. The area that scored the highest was 21st Century Workforce Development and the areas that scored the lowest was Fine Arts.

Hunt Elementary hosts many events throughout the school year including Meet the Teacher, Grandparent Breakfast, Fall Festival, Thanksgiving Luncheon, Family Math Night, STAAR Nights, Homework/Classwork Support for Families, Magical Mondays, Coding Club, Family Reading Night, Book Fair, Talent Show, Field Day, Christmas Social, Spelling Bee, UIL Academic Contests, Career Day, STUCO events, 2nd Grade Transition/Welcome event, Western Art Show and many other activities.

Parent and Community Engagement Strengths

Hunt Elementary strengths include:

- Parent Teacher Organization (PTO) that supports student initiatives, field trips, and teacher incentives as well as hosting events open to the school community
- Cuero ISD Student Services Department assists with student basic needs
- HEB Adoption of Hunt Elementary
- DeWitt AgriLife and Master Gardener and Keep Cuero Beautiful Community Partners

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents tend to be more supportive of non-academic events than academics and educational opportunities. **Root Cause**: Lack of education among parents about the importance of education.

School Context and Organization

School Context and Organization Summary

Parents, teachers, staff, and students at Hunt Elementary have a strong sense of tradition and pride in school success. Surveys indicate a perception of safety and a positive environment with a focus on academics and character building. Students are at the forefront of actions and decisions. Learning is of utmost importance. When students do not learn, adjustments are made within the classroom instruction, the school context, and organization. Intervention services and sometimes further academic and/or behavioral testing is performed to help determine the best course of action. Teachers value the planning time within their weekly PLCs that is used for data analysis and instructional preparation. Surveys also indicate a safe environment with sufficient staff to monitor students before, during and after-school, procedural arrival and dismissal plans, PBIS implementation, WATCH Dogs, secure entrance with all remaining exterior doors locked, cameras at each entrance/exit and bullying awareness classes. Additionally, Hunt is promoting health with our CATCH curriculum and fresh fruit and vegetable program along with free breakfast and lunch daily.

Teachers and staff have input in the formulation of the campus master schedule. Teachers expressed the need for the common planning time/PLCs, so that remained in the schedule. Staff also indicated they needed enhanced communication and sufficient notice of activities and events. Designated RtI time is "built into" the master schedule to allow opportunities for student to receive regular services as needed.

School Context and Organization Strengths

Hunt Elementary has the following school context and organizational strengths:

- Teachers are aware of best instructional practices and trained in Fundamental 5
- Teachers accommodate special student populations by individualized education plan implementation
- RtI is utilized through a referral process sustained by team input
- Safety drills are performed routinely and efficiently
- School goals communicated
- School tenants of education are emphasized
- PBIS is consistently implemented throughout the campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Ineffective RtI implementation **Root Cause**: Lack of personnel.

Technology

Technology Summary

Cuero ISD is on the cutting edge of instructional technology in helping to build 21st Century Learning. Under the district PowerUp Initiative, the infrastructure was built in enabling accessibility for student and staff digital learning. Classrooms are outfitted with an ipad per student. Our district has a technology team for device support as well as instructional technologists to help our teachers make learning authentic, relevant, enriched, and applicable to our students. Our focus is on the 4Cs: Communication, Creativity, Critical Thinking, and Collaboration, Innovation, Research and Information Fluency, Problem Solving, Decision Making, Digital Citizenship, and Technology Operations and Concepts. Classrooms are also equipped with Displays and our students have access to a multitude of apps and online learning opportunities in enhancing instruction. Classrooms have interactive displays and educational programs such as iStation, Reading Plus and Reflex in accelerating instruction.

Technology Strengths

Technology strengths include:

- Digital accessibility (ipads, wireless connectivity, Displays, computer labs, MacBooks/Dells for each teacher)
- Tech support staff to assist with device assistance
- Instructional Technologists to assist with implementation and teacher training
- District and campus focus on 21st Century Learning
- Professional Development opportunities provided within the district and beyond

Problem Statements Identifying Technology Needs

Problem Statement 1: Missed opportunities for technology implementation within lesson design **Root Cause**: Lack of teacher awareness or training on instructional technology implementation

Problem Statement 2: Continual connectivity issues or lack of service. **Root Cause**: Location and structure of facility

Priority Problem Statements

Problem Statement 1: Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2019, Hunt has approximately 17% of the total student population receiving Special Education Services.

Root Cause 1: Lack of early education within the home environment especially for many families at or near the poverty level. Over 50% of students entering 2nd grade are over one year behind grade level in reading and lack decoding strategies/phonics skills to read fluently on grade level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Third grade Reading and Math scores, 4th grade Writing scores, and 4th grade math scores on 2019 STAAR fell below our targeted goal for the campus.

Root Cause 2: The root cause is not totally understood; however, non-mastery of the math and reading standards can be documented as early as Kindergarten. Hunt has an ELAR instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Additionally, Curriculum Adoption Training and Alignment is needed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: DRA and TPRI data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups.

Root Cause 3: Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Over 50% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 05, 2019

Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 1: A minimum of 85% of students will read at or above grade level.

    Evaluation Data Source(s) 1: Reading STAAR Results 2020, STAR Data Analysis, Reading Plus Data Analysis and Istation Data Analysis

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 1) Disaggregate and analyze data results from unit assessments, DRA, STAR Reading, Reading Plus, iStation and TPRI to prioritize and address student need	2.4, 2.6	Principals, Reading and Math Interventionists, Classroom Teachers, Instructional Coach	Implementation is measured by data analysis as documented in PLCs. Impact is measured by: Unit assessment test scores, TPRI scores, DRA scores, and STAR Reading/Reading Renaissance results	30%	50%		
	Funding Sources: Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Utilize balanced literacy including phonemic awareness, word recognition, comprehension, paired reading, leveled guided reading, shared reading, and fluency. SW2(NCLB) Response to Intervention teacher to improve student achievement	2.4, 2.6	Principals, Reading Interventionists, District Librarian, Classroom Teachers, Instructional Coach	Implementation is measured by walkthroughs and teacher evaluations. Impact is measured by: Unit assessment test scores, TPRI scores, DRA results, STAR Reading results Teachers to complete Reflection Plan following each assessment	30%	50%		
Supplemental Instruction in core subject areas; Utilize resources and technology programs to enhance, reinforce, and accelerate instruction in math, ELA, and science	**Funding Sources**: Title I, Part A - 159812.00						
3) Utilize incentives for meeting AR points goals		Teachers, librarian, Administrators	Implementation is measured by library circulation, students meeting goals each six weeks through AR monitoring system, and student incentive celebrations. Impact is measured by: AR test results and progress gained by students as depicted in STAR Reading, growth reports, and progress towards goal	50%	75%		

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 2: A minimum of 70% of students in Grades 2-5 will score in the "Meets" range on cumulative six weeks Math Assessments.

Evaluation Data Source(s) 2: Six week math assessment data analysis, STAR Math Data Analysis, Istation Data Analysis

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 1) Implement and monitor school-wide focus on math fact fluency and problem solving	2.4, 2.6	Math Interventionist Instructional Coach	Implementation is measured by Unit Assessment data, and weekly math fact checks. Impact is measured by student progress (grades, scores). Teachers to complete Reflection Plan following each assessment.	30%	50%		
Funding Sources: Title I, Part A - 89812.00							
2) Disaggregate and analyze data results from assessments, to prioritize and address student needs; utilize teacher resource room for data display		Math Interventionist, Campus Administrators, Classroom Teachers	Implementation is measured by data display and teacher reflection/action plans. Impact is measured by: Unit assessment test and STAAR Math scores, STAR Math and Istation results.	50%	75%		
100% = Accomplished　→ = Continue/Modify　0% = No Progress　✕ = Discontinue							

Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 3: Hunt Elementary students will have the opportunity to experience 21st Century Learning by teachers participating in Professional Development.

    Evaluation Data Source(s) 3: Training/Workshop Certificates; Sign-In Sheets; PLC sharing

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement. Training include those through: New ELAR Adoption Training-Pearson (Addison, Arroyo, Blackwell, Carson, Cheesman, Cerny, DeBord, Foegelle, Fuchs, Garibay, Heaton, Jones, Kelley, Marcak, McClellan, Meredith, Moreno, Pilat, Morgan, Pakebusch, Puentes, Vargo, Winkler) New ELAR TEKS Lead4ward Training (Addison, Arroyo, Blackwell, Bloebaum, Cantu, Carson, Cheesman, Cerny, DeBord, Foegelle, Fuchs, Garibay, Heaton, Jones, Kelley, Marcak, McClellan, Meredith, Moreno, Pilat, Morgan, Pakebusch, Puentes, Vargo, Winkler) CISD Technology Department (Addison, Blackwell, Bloebaum, Cheesman, Cerny, Cox, D. DeClements, E. DeClements, Garibay, Hajovsky, Mayces, McClellan, Mills, Nall, Vahalik) Reading Plus Training (Addison, Arroyo, Blackwell, DeBord, Foegelle, Fuchs, Cerny, Garibay, McClellan, Winkler) Math Workstation Workshop (Arroyo, Cox, Fuchs, Hajovsky, Heaton, Mayces, Meredith, Mills, Moreno, Najera, Proctor, Riojaz, Stevenson, Strait) Lead4ward Math Intervention at Region III ESC (Mayces)	2.4, 2.5, 2.6	Reading and Math Interventionists, ELAR and Math/Science Instructional Coaches, Campus Administrators, Classroom Teachers	Implementation is measured through walk-through evaluations and assessment data analysis. Impact is measured by student progress (scores, grades).	70%	80%		

Getting Students Involved in Science at Region III ESC (Najera)						
TExES ESL 154 Academy (Cantu, Carson, DeBord, Hiatt, Pilat, Jones, Kuck, Marcak, Pakebusch, Rickman, Stevenson, Strait)						
CPR Training (Bloebaum, Cheesman, D. DeClements, E. DeClements, Fuchs, Heaton, Kelley, Vahalik)						
CPI Refresher Course (Cheesman. Cerny, D. DeClements, E. DeClements, Fishbeck, Kelley)						
All Hands on Deck Science at Region III ESC (Nall)						
CPI Complete Training Course (Fuchs, Proctor)						
GT Update (Bloebaum, Foegelle, Najera, Proctor, Puentes, Riojaz)						
Peer Coaching through Texas A&M University (DeBord, Fuchs)						
TAHPERD Convention (Rickman)						
Psychological First Aid (Cerny, Hayman, Vahalik, Lasseter)						
Purposeful Play In Counseling (Vahalik)						
STAAR Data Analysis/PLCs for 3rd Grade Reading and Math, 4th Grade Reading, Writing and Math, and 5th Grade Reading, Math and Science (on-going throughout school year)						
Literacy and Math Vertical Alignment PLCs (Blackwell, Marcak, Addison, Fuchs, Pakebusch, Carson, Winkler, Moreno, Stevenson, McClellan, Cox, Riojaz, Proctor, Cantu, Pilat, Strait, Jones, Tieken, Mills, Heaton, Hajovsky, Arroyo,)						
STEM Academy Region IV ESC (Wright, Stevenson, Hayman)						
Weekly PLCs to include a portion of student						

performance data analysis New Teacher Academy Participation through Region III ESC 2019-2020 (Gunnels, Frerich) GT 30 Hour Training at Region III ESC (Wright) TEPSA Summer Conference (Cerny) Lead4ward Accountability for Leaders at Region III ESC (Cerny) Legal Update with Jim Walsh (Cerny) LPAC Training at Region III ESC (Cerny) LPAC Training at Region XIII (Lasseter) Sexual Abuse Awareness Training (Hayman) Sheltered Instruction In Texas Workshop at Region III ESC (Stevenson) Pathways to Greatness for EL Newcomers at Region III ESC (Winkler) Texas Assessment Conference in Austin, TX (Vahalik) 504 Starting the Year Off Right at Region III ESC (Lasseter) Lead4ward for Leaders (Cerny, Lasseter) Lead4ward Math (Cox, Proctor, Hiatt) Lead4ward ELAR--Connect, Integrate and Mix It Up: Reading and Writing (Arroyo, Strait, Addison, DeBord)	**Funding Sources**: Title II, Part A - 15784.00, Title V, Part B - 6000.00
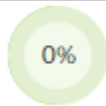
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✖ = Discontinue

Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 4: STAAR Performance will increase by a minimum of 5% at the Meets Level as compared to the previous school year STAAR data for each tested subject.

Evaluation Data Source(s) 4: Local Assessment Data in DMAC; STAAR Data 2020

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) PLCs to disaggregate and analyze assessment data in developing targeted lessons in impacting student achievement through purposeful questioning, rigorous tasks, critical writing and differentiated instruction.	2.4, 2.6	Campus principals, Teachers, Interventionists, Assistant Superintendent of C&I	Implementation is measured by sign-in sheets, agendas and meeting minutes. Impact is measured by assessment data, benchmark results and STAAR scores.	50%	75%		
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Implement a STREAM Class for all students that provides accelerated instructional opportunities for students to experience real-world, hands-on activities integrating Science, Technology, Reading, Engineering, Arts and Mathematics as part of 21st Century Learning.	2.4, 2.5, 2.6	STREAM Instructor Campus Administrators	Implementation is measured by master schedule, attendance and participation. Impact is measured by assessment data, benchmark results and STAAR scores.	50%	75%		
	Funding Sources: Title IV, Part A SSAEP - 10909.92						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 5: Gifted and Talented Services will be improved due to increased consistency with Texas Performance Standards Project implementation and personnel change.

Evaluation Data Source(s) 5: Participation in TPSP at campus, district and regional level.
Master Schedule, Student Attendance Logs; Increased program monitoring by campus and district administrators; Workshop/Training Certificates

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Professional development opportunities for the GT Instructor based upon need.	2.4, 2.5		Implementation is measured by teacher participation in trainings/workshops geared to accelerate instruction and foster critical thinking. Impact is measured by assessment data, benchmark results and STAAR scores as well as participation in TPSP.	50%	60%		
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Hunt Elementary will strive to attain 97% overall student attendance rate for 2019-2020.

Evaluation Data Source(s) 1: End of Year overall attendance rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hunt Elementary students will have the opportunity to participate in attendance celebrations.		Campus Administrators Attendance Committee	Implementation is measured by attendance event/celebration documentation. Impact is measured by student attendance rate.	50%	75%		
2) Hunt Elementary will continue to implement the CATCH curriculum that emphasizes health and wellness.		Campus Nurse, PE Teacher	Implementation will be measured by attendance rate and illness documentation. Impact will be increased attendance, thus more learning time.	50%	50%		
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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

Performance Objective 2: Discipline referrals will be kept to a minimum...not to exceed 60 referrals per six weeks.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hunt Elementary will continue the implementation of PBIS.		PBIS Team	Implementation is measured by discipline referral data. Impact will be a decrease of behavioral infractions and more time spent on learning.	45%	50%		
2) Students will receive incentives and Gobbler Dollars for demonstrating positive choices. Students may elect to spend Gobbler Dollars for incentives as outlined in Mega Menu.		Classroom Teachers and Staff, Campus Administrators PBIS Committee	Implementation is measured by redeemed Gobbler Dollars and number of Spirit Monkey tags issues along with discipline referral data analysis. Impact will result in a more positive campus climate/environment and more time spent learning.	50%	60%		
3) Implement and utilize programs to address bullying.		Counselor, Campus Administrator	Implementation will be measured by documentation and lesson plans. Impact will be measured by the number of reported bullying incidents.	60%	75%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 3: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, HES will be 100% compliant by implementing the following strategies.

Evaluation Data Source(s) 3: These strategies have been identified as low priority strategies for this school year. An analysis of implementation, impact, and current data will be evaluated at the end of the year to determine any changes in priority status.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HES will follow board policy FFH (Local) Freedom from Discrimination, Harassment, and Retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations for dating violence, bullying, etc.	2.6	Leader: Principal	1. Implementation will be measured by sign in sheets and faculty meeting discussions. 2. Impact will be measured by staff indicating their understanding via an acknowledgement.	60%	100%	100%	
2) HES will follow board policy FFG (Exhibit) Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. All staff will receive access to an electronic copy of this policy at the beginning of the school year.		Leader: Principal	Implementation will be measured by sign-in sheets at faculty discussion meetings. Impact will be measured by staff indicating their understanding via an acknowledgement.	60%	100%	100%	
3) During the campus registration process, HES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs.

Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement | | Leader: Principal. Others involved are Special Education Lead Teacher and Counselor. | Implementation will be measured by meeting notes from summer planning sessions regarding registration. Impact will be measured by accurate registration process for new and returning students. | 60% | 75% | | |
| **Funding Sources**: Title I, Part A - 0.00, General Funds - 0.00 | | | | | | | |

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) HES will provide students with age-appropriate information to prepare them for choices throughout high school and for college/technical courses, including college admissions, financial aid, grants and other scholarship opportunities.		Leader: Counselor. Others involved: Principals	Implementation is measured by development of informational fliers and other promotional products for students and parents. Impact is measured by student applications for postsecondary pathways.	60%	75%		

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

Performance Objective 4: Hunt Elementary will execute safety procedures.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Hunt Elementary will practice routine safety drills.

Hunt Elementary will continue WATCH Dogs and PBIS school-wide expectations. | | Assistant Principal

Principal, Assistant Principal, Team Leaders, PBIS Committee | | 55% | 75% | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = No Progress | | ✗ = Discontinue | |

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

Performance Objective 5: Health Initiatives for Students and Staff

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 3: Positive School Culture 1) Health and Wellness Awareness Activities (i.e., Hunting for Health Classes Daily, Pink Out--Breast Cancer Awareness/Prevention) Health Tips in Weekly Newsletter Fresh Fruit and Vegetable Program Health and Wellness Committee				25%	50%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective 1: Teachers at HES will conduct face to face parent teacher conferences a minimum of one time per year.

Evaluation Data Source(s) 1: Parent Participation in Events and End of Year Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Teachers at HES will conduct face to face parent teacher conferences a minimum of one time per school year.	2.6, 3.1, 3.2	Classroom Teachers	Implementation is measured by sign-in sheets/attendance. Impact is measured by increased academic performance and decreased discipline referrals.	100%	100%	100%	
2) Hunt Elementary PTO will host multiple events to involve parents (Family Math Night, Family Reading Night, STAAR Information Night, Holiday Social, Field Day, etc.)		Campus Administrators, PTO Officers	Implementation is measured by attendance/participation at events. Impact is measured by increased academic performance.	70%	75%		
3) Hunt Elementary will recruit and build our Parent Volunteer Program (WATCH DOGs)		Campus At-Risk Coordinator	Implementation is measured by increased parent volunteers on camps. Impact is measured by decrease in discipline referrals and accidents.	60%	75%		
4) Hunt Elementary teachers will maintain a parent communication log outlining positive parent contacts.		Campus Administrators, Classroom Teachers	Implementation is measured by the number of recorded parent contacts listed on log and submitted each six weeks. Impact is measured by increased academic performance and decreased discipline referrals. Additional phones are needed so that teachers can better communicate with parents and families in a confidential manner.	50%	75%		
5) Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)	3.1	Campus Administrators Student Service Parent Liaison	Implementation is measured by sign-in sheets indicating participation. Impact is measured by increased academic performance and decreased discipline referrals.	30%	50%		
Funding Sources: Title I, Part A - 0.00, General Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled with certified staff.

Performance Objective 1: Hunt Elementary School will fully implement and follow Cuero ISD's district policy for recruiting and retaining highly qualified staff.

    Evaluation Data Source(s) 1: Teacher/Staff turnover rate during 2018-2019

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HES will participate in local job fairs		Campus Administrators	Implementation is measured by number of active applications with current vacancies filled prior to contract deadline. Impact is measured by filling all vacancies with quality staff.	0%	25%		
TEA Priorities Recruit, support, retain teachers and principals 2) HES will assign instructional coaches/mentors to all teachers		Campus Administrators & Campus Instructional Coaches	Implementation is measured by decreased turnover rate. Impact is measured by increased academic performance and filling all vacancies with quality staff.	100%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 5: Promote College and Career Readiness.

Performance Objective 1: Host a Career Day Event in which Local Businesses and Entities (Professional and Vocational) present to students about Careers and Career Choices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college 1) Campus-Wide Career Day		Counselor, Career Day Committee	Implementation is measured by Impact is measured by	30%	50%		

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 5: Promote College and Career Readiness.

Performance Objective 2: Student survey to indicate 60% (60% by 2030) or greater of students will attend College or Post-Secondary Education following Career Day.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) College shirt day (1st Wednesday of each month)			Implementation is measured by Impact is measured by	30%	50%		

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
5	1	1	Campus-Wide Career Day

State Compensatory

Budget for Hunt Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6118.04.203.0.03.0.00	6118 Extra Duty Stipend - Locally Defined	$1,000.00
199.11.6119.04.203.0.03.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$84,709.00
199.11.6141.04.203.0.03.0.00	6141 Social Security/Medicare	$1,727.00
199.11.6142.04.203.0.03.0.00	6142 Group Health and Life Insurance	$13,176.00
199.11.6143.04.203.0.03.0.00	6143 Workers' Compensation	$596.00
199.11.6146.04.203.0.03.0.00	6146 Teacher Retirement/TRS Care	$2,919.00
	6100 Subtotal:	**$104,127.00**
6300 Supplies and Services		
199.11.6399.04.203.0.03.0.00	6399 General Supplies	$25,000.00
	6300 Subtotal:	**$25,000.00**

Personnel for Hunt Elementary:

Name	Position	Program	FTE
Kelli Cox	Math Interventionist	RtI	100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2019-2020 CNA was completed in May 2019. The findings are as follows:

I. Demographics

Strengths:On-going attempts to aid in attendance; teacher-student ratio; students are accepting of varying student abilities

Needs:Communication system between at-risk interventions to eliminate duplication and present clarity of information; students check out of school before end of day and miss critical instruction; more teacher input on class rosters

II. Student Achievement

Strengths:DMAC and pocket chart data display is helpful for data analysis; retention support

Needs:At-risk teachers need full access to DMAC, TeXIES, and SuccessEd for data comparison/planning purposes; Rubrics needed for ELLs and special populations

III. School Culture and Climate

Strengths:Administrators presence in classes is great. Additional telephones are helpful. Parent Conferences are encouraged and supported with coverage; Failure Meetings; Strong sense of Gobbler Pride is evident.

Needs: More multicultural awareness/embrace is desired. More surveys.

IV. Staff Quality, Recruitment and Retention

Strengths: Stable staff/little turnover; Professional development is encouraged and supported; Depth of knowledge in content areas is increasing; Data is abundant

Needs: Special Education testing is inconsistent.

V. Curriculum, Instruction and Assessment

Strengths: TEKS Resource Scope and Sequence provide targets for lessons. Schedules are made to maximize good use of academic day. Teacher Planning days are beneficial.

Needs: An organized curriculum for math and science could be streamlined. All assessments need to be created using backward design in all grade levels. The planning days need more vertical alignment components with the campus instructional coach assisting in this endeavor.

VI. Family and Community Engagement:

Strengths:WATCH Dogs Program has yielded great results. Hunt hosts multiple events for the whole family that are well attended such as Family Reading Night, Family Math Night, Fall Festival, Christmas Social, Magical Mondays, Family Homework Help/Support, etc.

Needs: A media system for notification of current information.

VII. School Context and Organization

Strengths: Schedule allows for content team planning/PLCs. Strong grade level teams.

Needs: Dismissal time needs allotment for end of day procedures that does not detract from end of day class periods for 4th/5th grade classes. Special education teams have a challenge finding time to collaborate.

VIII. Technology

Strengths: One to one devices, infrastructure, technology assistance and response time.

Needs: Older systems in some classrooms have limited capabilities.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed based upon data review/analysis, Comprehensive Needs Assessment, Campus Goal Setting and requirements as outlined in district policy. The stakeholders involved in this continual process include the CPOC, Team/Department Leaders, Teachers within PLCs, parents, community members and business representatives. The CPOC consists of the required member representation within the ratio outlined in CISD

policy.

2.2: Regular monitoring and revision

The CPOC meets quarterly at minimum to review the Campus Improvement Plan and complete the Formative and Summative evaluations. Goal progress is monitored and input is welcomed.

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

Parents, Families and community members are able to partake in opportunities in receiving information (written and verbal) in English and Spanish. Malay is also available in written form.

2.4: Opportunities for all children to meet State standards

Students have opportunities within and outside of the school day to acquire and practice academic skills. Our Library, Homework Lab and Computer Lab is open daily at 7:30-8:00 to offer assistance. Our library is open until 7:00 p.m. each Monday that school is in session. We offer after-school tutorials throughout the year, UIL enrichment, Coding Club, Homework/Classwork/Reteach Night Classes as well as online accelerated instruction through iStation, Reading Plus and Reflex that can be accessed from any location with Internet connectivity. Additionally, RtI is built within the Master Schedule for each classroom and we have a Learning Lab open daily for reteaching and extra support. Teachers also utilize a portion of recess for students to complete unfinished work or make up needed work as an option.

2.5: Increased learning time and well-rounded education

Instructional Time is maximized within the school day. RtI is built within the school schedule. We offer core classes, specialized classes, STREAM, Technology, Music, Art, GT and PE.

2.6: Address needs of all students, particularly at-risk

We have an At-Risk Coordinator that helps facilitate instruction for our at-risk students in providing effective strategies to help close the academic gaps. The campus principal, along with the At-Risk Coordinator, meets with each parent of students who fail a core subject each semester. All classroom teachers meet face-to-face with each parent following the first six weeks. Tutorial services (before and after school) are provided to help accelerate learning. We

have campus interventionists and special education teachers to serve students in accordance with their learning needs and IEPs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

These are distributed at the face-to-face parent-teacher conferences following the first six weeks. Copies are also available at our Fall and Spring Title I meetings as well as accessible on the district website. Please see attached for the English version.

3.2: Offer flexible number of parent involvement meetings

Meetings are conducted before school, during the school day, after school and in the evenings throughout the school year depending upon the nature and needs of the meeting.

Title I Personnel

Name	Position	Program	FTE
A. Arroyo	Teacher	ELAR	1.0
Melissa McClellan	Reading Interventionist	RtI	1.0
Melissa Vargo	Reading Interventionist	RtI	1.0

Campus Performance Objectives Committee

Committee Role	Name	Position
Classroom Teacher	Charla Jones	2nd Grade Teacher
Classroom Teacher	Melissa Pakebusch	2nd Grade Teacher
Classroom Teacher	D'Nesha Strait	3rd Grade Teacher
Classroom Teacher	Jenny Stevenson	3rd Grade Teacher
Classroom Teacher	Christi Fuchs	4th Grade Teacher
Classroom Teacher	Debra Mills	4th Grade Teacher
Classroom Teacher	Lindsey Kuck	5th Grade Teacher
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher
Classroom Teacher	Brenda Cheesman	Behavior Specialist/Teacher
Classroom Teacher	Gretchen Bloebaum	Fine Arts Teacher
Classroom Teacher	Kelli Cox	Math Interventionist Teacher
Classroom Teacher	Lisa Wright	GT/STREAM Teacher
Business Representative	Kayla Pickett	Business Representative
Community Representative	Debbie Baker	Community Representative
Administrator	Bridgette Cerny	Principal
Administrator	Kenneth J Hayman	Assistant Principal
Parent	Shannon Reitz	Parent
District-level Professional	Mark Iacoponelli	Assistant Superintendent of Business & Finance

Campus Funding Summary

General Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			$0.00
3	1	5			$0.00
				Sub-Total	$0.00

Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iStation, Reading Plus, Renaissance Reading		$0.00
1	1	2	Blast Phonics and Study Island to supplement instruction.	RTI	$34,812.00
1	1	2		Instructional Coach	$55,000.00
1	1	2		Supplemental Materials	$70,000.00
1	2	1	iStation, Reflex	RTI	$34,812.00
1	2	1		Instructional Coach	$55,000.00
2	3	3			$0.00
3	1	5			$0.00
				Sub-Total	$249,624.00

Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		PLCs	$5,000.00
1	3	1		Contracted Services	$2,500.00
1	3	1		Staff Development	$8,284.00
				Sub-Total	$15,784.00

Title IV, Part A SSAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	STREAM Lab Materials from PITSCO		$10,909.92
				Sub-Total	$10,909.92
Title V, Part B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1		Contracted Services	$2,500.00
1	3	1		Staff Development	$3,500.00
				Sub-Total	$6,000.00
				Grand Total	$282,317.92

Addendums

Hunt Elementary School
Family and Community Engagement Plan

1. The Hunt Elementary school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Continue small group reading assistance with community, family and parent volunteers
- Continue to host Grandparents Day
- Continue to host Family Thanksgiving Feast
- Continue annual parent conferences
- Continue PTO Programs, Meetings and Special Events
- Continue Meet the Teacher
- Continue STAAR meetings with parents and families
- Continue to assist with PTO fundraisers
- Continue WATCH DOGS (Dads of Great Students) Mentoring Program
- Continue to foster a positive and parent-friendly family environment
- Increase publication of program availability and offerings through multiple communication sources (newsletters, website, district Facebook, Blackboard Connect, Remind 101)
- Utilize bilingual employees in translating as needed to support communication for all

2. The Hunt Elementary school will take the following actions to involve parents and community in the joint development of its Campus-Level parent and family engagement plan:

- Parent and family members on CPOC
- Parent Teacher Organization
- Annual Parent/Family Conferences
- Parents and family members to serve as WATCH DOGS

3. The Hunt Elementary school will take the following actions to involve parents and family engagement in the process of school review and improvement:

- Annual Parent Surveys
- Parent Teacher Organization
- Student/Parent Orientations
- Parent/Family members on CPOC
- Annual Parent Conferences
- WATCH DOGS Program

4. The Hunt Elementary school will coordinate and integrate parental and family engagement strategies with parental and family engagement strategies under the following other programs:

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

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

- Parent surveys created/generated by district; Disseminated by campus; Data and input received will be used to create parent and family engagement activities

6. The Hunt Elementary school will build school, parent and family capacity for strong parental and family engagement, in order to ensure effective involvement of parents/families and to support a partnership among the school involved, parents, families and the community to improve student academic achievement through the following activities described below:

A.   The Hunt Elementary school will, with the assistance of the district, provide assistance to Parents and Families of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The program requirements of Title I, Part A
- How to monitor their child's progress, and how to work with educators
- Parent Conferences
- STAAR meetings
- Progress Reports/Report Cards
- STAAR Assessments
- State Parent Assessment Reports as received from TEA

B.   The Hunt Elementary school will, with the district, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental and family engagement by:

- Meet the Teacher
- Parent/Teacher Conferences
- Events with the Counselor
- PTO Meetings
- STAAR/TPRI Informational Meetings
- District & Campus Parenting Meetings; Activities in Literacy and Math
- Maker's Faire
- Book Fair / Family Literacy Night
- Family Math/Science Night
- RtI Services/504 Services/Special Education Services

C. The Hunt Elementary school will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, in how to
reach out to, communicate with, and work with partners in the value and utility of contributions of parents and families, and in how to implement and coordinate parent and family programs and build ties among parents, families and schools by:

- Staff Development
- Faculty Meetings
- Professional Learning Communities
- Teacher Memos as necessary

D. The Hunt Elementary school will, to the extent feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with Head Start, CISD Family Center, and The Boys and Girls Club. The school will also conduct other activities, such as parent and family resources centers, which encourage and support parents and families in more fully participating in the education of their children by:

- Free Transportation
- Parent / Student Resources
- Child Care
- Free Breakfast and Lunch Services

E. The Hunt Elementary school will take the following actions to ensure that information related to the school and parent/family-programs, meetings, and other activities is dissementaed to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Newsletters
- Blackboard Connect
- Social Media Networks – District Website, District Facebook
- Newspaper Articles
- Remind 101

7. The Hunt Elementary School will help maintain a Safe and Drug-Free School by:
    - Active participation and implementation of safety measures by Campus Safety Committee consisting of staff, parents/family members, community members
    - Red Ribbon Week Activities
    - Anti-Bullying Programs
    - Emergency Management Training for staff
    - Routine emergency drill practice for the campus
    - Provide time-out and restraint training necessary to comply with SB 1196
    - Continue to evaluate and maintain campus security devices such as cameras, access control, fire alarms, visitor management systems, and portable radios.
    - Utilize Raptor system to monitor entry and access to campus facilities
    - Enforce campus procedures and expectations as outlined in PBIS matrix
    - WATCH DOGS Program
    - Provide materials as needed to students, parents and families for prevention of drugs, alcohol, violence, physical or verbal aggression and bullying
    - Provide diversity training

8. The Hunt Elementary School will help promote College and Career Readiness by:

- Annual Career Day Event
- College Shirt (first Wednesday of each month)
- College Memorabilia throughout campus
- Guest Speakers to visit campus throughout year promoting local careers within the community

8. ADOPTION

The Hunt Elementary School Family and Community Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

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

_____
(Signature of Authorized Official)

_____
(Date)

HUNT ELEMENTARY SCHOOL
School/Parent & Family/Student Partnership Pledge

The staff of Hunt Elementary School has formed a partnership with its students and their parents/guardians/families to facilitate student learning for improved student achievement and the attainment of the State's high academic standards.

The Staff of Hunt Elementary pledge to:

- ➤ *Provide a safe and supportive environment for children to learn*
  Utilize the Raptor Security System for school visitors; WATCH DOGS
- ➤ *Provide high quality curriculum tied to the State's student performance standards*
- ➤ *Provide qualified faculty and staff to ensure high-quality instruction and support*
  - ➤ *Strive to identify and address students' unique needs*
- ➤ *Communicate regularly with parents on their student's progress and needs*
  Blackboard Connect; Progress Reports; Report Cards; Annual Parent/Teacher Conferences; District Website and District Facebook; Remind 101; Newsletters
  - ➤ *Involve parents in decisions relating to the education of their children*

Parents/Guardians/Families pledge to:

- ➤ *Provide a safe and supportive environment for children to grow and develop*
  - ➤ *Send students to school on time and prepared to learn*
  - ➤ *Encourage student learning by monitoring student's homework*
  - ➤ *Visit school often and participate in school activities including:*
  Open House/Meet the Teacher, Parent-Teacher conferences, Events with the Counselor; Parent Teacher Organization, and other related activities
- ➤ *Work closely with the classroom teacher(s) to ensure the success of their student*
  - ➤ *Adhere to school rules and provide direction to their student in same*
    - ➤ *Take a stand against alcohol and drug abuse*

Students pledge to:

- ➤ *Be active participants in their own learning*
  - ➤ *Be responsible learners*
  - ➤ *Complete all classwork and homework*
    - ➤ *Follow school rules*
    - ➤ *Attend school regularly*
    - ➤ *Promote school safety*
- ➤ *Not be a "Bully" and to treat others as you would want to be treated*

Signatures:

Principal: _____

Parent/Guardian: _____
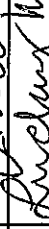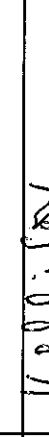
Student: _____   *Date:* _____

Campus Performance Objectives Committee

Meeting Date: August 21, 2019

4:00 PM

Large Conference Room

Committee Role	Name	Position	Signature
Classroom Teacher	Charla Jones	2nd Grade Teacher	*(signed)*
Classroom Teacher	Melissa Pakebusch	2nd Grade Teacher	*(signed)*
Classroom Teacher	D'Nesha Strait	3rd Grade Teacher	*(signed)*
Classroom Teacher	Jenny Stevenson	3rd Grade Teacher	*(signed)*
Classroom Teacher	Christi Fuchs	4th Grade Teacher	*(signed)*
Classroom Teacher	Debra Mills	4th Grade Teacher	*(signed)*
Classroom Teacher	Lindsey Kuck	5th Grade Teacher	*(signed)*
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher	*(signed)*
Classroom Teacher	Brenda Cheesman	Behavior Specialist/Teacher	*(signed)*
Classroom Teacher	Gretchen Bloebaum	Fine Arts Teacher	
Classroom Teacher	Kelli Cox	Math Interventionist Teacher	*(signed)*
Classroom Teacher	Lisa Wright	GT/STREAM Teacher	
Business Representative	Kayla Pickett	Business Representative	*(signed)*
Community Representative	Debbie Baker	Community Representative	*(signed)*
Administrator	Bridgette Cerny	Principal	*(signed)*
Administrator	Kenneth J Hayman	Assistant Principal	*(signed)*
Parent	Shannon Reitz	Parent	

Committee Role	Name	Position	Signature
District-level Professional	Mark Iacoponelli	Assistant Superintendent of Business & Finance	

Hunt Elementary CPOC Meeting Minutes

Wednesday, August 21, 2019

Hunt Elementary Large Conference Room

4:00-5:00 p.m.

1. Introduction of Members and Attendees of members present: Charla Jones, Melissa Pakebusch, D'Nesha Strait, Jenny Stevenson, Christi Fuchs, Debra Mills, Lindsey Kuck, Nancy Hajovsky, Brenda Cheesman, Kelli Cox, Kayla Pickett, Debbie Baker, Bridgette Cerny, J Hayman

2. CPOC Overview-The following was discussed and reviewed:
    - <u>Role/Purpose</u>: Establish and review the campuses' educational plans, goals, performance objectives and major classroom instructional programs.
    - <u>Composition of CPOC</u>: 2/3 Classroom Teachers, 1/3 Other campus level staff, parents, community representative(s), business representative(s)
    - <u>Responsibilities of Campus Teachers/Staff Members</u>: Provide input to CPOC Team; commit to two-way communication; support decisions once made; monitor student learning outcomes; maintain accountability for student achievement
    - <u>Responsibilities of Parents/Business Representatives/Community Members</u>: Serve as a liaison with community; represent school/district positively to community; support decisions once made; make a commitment to two-way communication; take an active role in explaining school mission/vision to community; model campus values and beliefs

3. Campus Improvement Plan: The campus principal shared the DRAFT Campus Improvement Plan and explained how the plan is a "living" document. Information within the plan derived from our Campus Needs Assessment, Survey Feedback from staff, parents and students, TAPR, Assessment data from STAAR and DMAC, TEA Accountability Reports and other feedback as sufficient. Members provided input as to additions, deletions, changes as well as goal setting for the 2019-2020 school year. All agreed the mission, vision and other plan components aligned to our campus goals.

4. Campus Program Update: The campus principal shared updates on resources our campus has available this school year and implementation expectations

(Pearson, Zaner Bloser, Perfection Learning, Mentoring Minds, Istation, Reading Plus).

5. Suggestions for Campus Improvement: The campus principal asked the members to share suggestions for improvement. Bridgette Cerny conveyed that she along with the campus team will attend the Effective Schools Framework Training the next two days as required by TEA and will include information from this training into the CIP as necessary. Ms. Cerny will share information from this session at the next PLC meetings. Ms. Cerny asked the committee for feedback about communication. The committee consensus was that communication is solid at this time. Christi Fuchs asked for more details about the Instructional Coaching/Mentoring Program. Ms. Cerny explained that TEA matched our campus with engage2learn as part of the requirements through our Transformation Grant awarded August 2019. Engage2learn provided Professional Development to Kelli Cox, Amy Arroyo, Melissa McClellan and Cynthia Lasseter so they in turn could acquire a skill set to provide needed support to teachers in helping us to attain our campus goals.

6. Recommendations to consider taking to Admin Team and/or DPOC:

-Suggestions brought to CPOC Representatives (open forum)-None at this time. Bridgette Cerny asked the committee to convey any items prior to the upcoming DPOC meeting.

7. Adjournment at 5:05 p.m.