

Cuero Independent School District

Hunt Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 21, 2020

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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.	21
Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.	28
Goal 3: Parent/Family and Community Engagement: Cuero ISD will build positive relationships and collaboration among parents, community and staff.	35
Goal 4: Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled with certified staff.	37
Goal 5: Promote College and Career Readiness.	38
State Compensatory	40
Budget for Hunt Elementary	41
Personnel for Hunt Elementary	41
Title I Schoolwide Elements	42
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	43
1.1: Comprehensive Needs Assessment	43
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	45
2.5: Increased learning time and well-rounded education	45
2.6: Address needs of all students, particularly at-risk	45
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	45
3.1: Develop and distribute Parent and Family Engagement Policy	45
3.2: Offer flexible number of parent involvement meetings	45
Title I Personnel	46
Campus Performance Objectives Committee	47
Campus Funding Summary	48

Comprehensive Needs Assessment

Revised/Approved: August 10, 2020

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 five 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.

The 2018-2019 TAPR report indicated an enrollment at Hunt Elementary of 545 students (131 in Grade 2, 142 in Grade 3, 129 in Grade 4 and 143 in Grade 5) with 11.6% being African American, 52.3% Hispanic, 33.2% White, 0.2% American Indian, 0.4% Asian and 2.4% two or more races. Of these students, 51.7% were classified as at-risk, 65.9% as Economically Disadvantaged, 5.5% as English Learners and 12.7% of the student population receiving special education services.

Hunt is projected to house over 540 students in 2020-2021 with seven homeroom sections in grades 2-5. Hunt also has three 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 has changed from 2019-2020 in that the campus has acquired a new Assistant Principal and no longer has an At-Risk Coordinator. The duties and responsibilities of the former At-Risk Coordinator will be dispersed among the campus leaders. Hunt has 41 teachers, one of which is 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 540 students. 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 2019-2020 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.

End of Year Survey Results indicate that staff has strong collaboration, routine data meetings through Professional Learning Communities, purposeful professional development

Staff noted that an "open-door" policy exists between staff and campus Admin and quality communication helps cultivate a supportive environment. The campus hosts many events such as Family Reading Night, Math Night, Fall Festival, Christmas Sing Along, Career Day, Ag Day, etc. that fosters positive school-home-community connections. Face-to-face parent/teacher conferences is a noted strength.

Students have incentives for positive behavior through campus PBIS, academic intervention/acceleration opportunities, a vast array of online programs to support core instruction and technology devices.

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 (Prioritized): Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2020, Hunt has approximately 13% 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 75% 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.

Student Achievement

Student Achievement Summary

Students in grades 3-5 typically take the math and reading STAAR assessments; however, in 2020, the school closed in March due to COVID-19. Additionally, students in grades 4 typically take the Writing STAAR and students in grade 5 typically take the Science STAAR. Students in grade 5 usually have 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. Hunt Elementary will continue to have a "C" rating for 2020-2021 since we do not have STAAR data due to COVID-19. The campus will also generate a Targeted Improvement Plan for 2020-2021.

Student Achievement Strengths

Hunt Elementary has a population of hard-working students and committed staff members. Hunt is continually 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 (Prioritized): 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 instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Vertical alignment opportunities are needed.

Problem Statement 3 (Prioritized): Reading 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. Approximately 70% 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.

School Culture and Climate

School Culture and Climate Summary

Near the completion of the 2019-2020 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, feel recognized for doing well in school, enjoy school programs, 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 wanting more dress options. 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, staff communication is informative, an "open-door" policy exists with campus administration 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 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 and feel school is clean. Parents expressed concern about the cafeteria food being poor quality and small portion sizes 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 81%. Hispanic students counted for approximately 60% of referrals, White students 21%, Black students 10% with the grade level breakdown as follows: 5th Grade=44%, 4th Grade=17%, 3rd Grade=20% and 2nd Grade=19%.

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. Many of these events will be virtual or cancelled this year due to COVID-19. 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 leaders meet 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 (Prioritized): Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable. **Root Cause:** Staff not always consistently utilizing PBIS techniques and procedures. The teacher that coordinates RtI Behavior plans is only on campus for 2 hours daily.

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 some expected 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 2019-2020. 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 2020 to earn comp days within the 2020-2021 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 was built within the master schedule weekly for professional development; however, the Superintendent has removed these opportunities from the Master Schedule. Collaboration and data analysis will now occur after-school. 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 2020-2021 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. Additionally, our facility is at capacity and no classrooms spaces are available.

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. Additionally, the COVID pandemic is causing some to explore other career options.

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, mClass, 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 after-school in PLCs 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 (this is being removed from Master Schedule per Superintendent)
- The ability to interpret and use assessment data to help formulate instructional decisions through data meetings; these meetings will now occur after-school
- Assessments such as mClass 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 (Prioritized): 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. This school year, unfortunately, school events will be limited, cancelled or virtual (when able) due to COVID-19.

According to the Community and Engagement surveys that were taken in the Spring of 2020, Hunt Elementary was rated high in all of the categories which include: Fine Arts, Wellness & Physical Education, Community & Parental Involvement, 2nd Language Acquisition, Digital Learning Environment, College and Career Readiness, Dropout Prevention and Gifted & Talented Programs.

Hunt Elementary typically 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. These events may be cancelled, limited or virtual due to COVID-19.

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
- WATCH D.O.G.s

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 and 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 valued the planning time formerly built within their weekly PLCs that was 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 some input in the formulation of the campus master schedule. Teachers expressed the need for the common planning time/PLCs, but the Superintendent eliminated this opportunity. 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 in Grades 2-4 and a ChromeBook per student in Grade 5. 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. We are implementing an asynchronous learning opportunity plan for 2020-2021 through the Google Platform so that students may participate in recorded lesson activities and submit assignments in a virtual learning format.

Technology Strengths

Technology strengths include:

- Digital accessibility (ipads, wireless connectivity, Displays, computer labs, laptops 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
- Asynchronous Learning Opportunities/Platform

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:** Frequent Outages

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 2020, Hunt has approximately 13% 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 75% 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 instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Vertical alignment opportunities are needed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Reading 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. Approximately 70% 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

Problem Statement 4: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable.

Root Cause 4: Staff not always consistently utilizing PBIS techniques and procedures. The teacher that coordinates RtI Behavior plans is only on campus for 2 hours daily.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Insufficient student writing in all core areas

Root Cause 5: Lack of teacher implementation and lack of academic vocabulary; weak grammar, handwriting, spelling and phonics skills; lack of vertical alignment

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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 benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 1, 2020

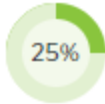


Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 1: A minimum of 80% of students will read at or above grade level.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAR Data Analysis, Reading Plus Data Analysis and Istation Data Analysis, DRA Data Analysis, mCLASS Data Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate and analyze data results from unit assessments, DRA, STAR Reading, Reading Plus, iStation and mClass to prioritize and address student need</p> <p>Strategy's Expected Result/Impact: Implementation is measured by data analysis as documented in PLCs. Impact is measured by: Unit assessment test scores, mClass scores, DRA scores, iStation, Reading Plus and STAR Reading/Reading Renaissance results</p> <p>Staff Responsible for Monitoring: Principals, Reading and Math Interventionists, Classroom Teachers, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: iStation, Reading Plus, Renaissance Reading - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize balanced literacy including phonemic awareness, word recognition, comprehension, paired reading, leveled guided reading, shared reading, and fluency. SW2(NCLB)</p> <p>Response to Intervention teacher to improve student achievement</p> <p>Supplemental Instruction in core subject areas; Utilize resources and technology programs to enhance, reinforce, and accelerate instruction in math, ELA, and science</p> <p>Strategy's Expected Result/Impact: Implementation is measured by walkthroughs and teacher evaluations. Impact is measured by: Unit assessment test scores, mClass scores, DRA results, STAR Reading results, iStation Reading results and Reading Plus results Teachers to complete Reflection Plan following each assessment</p> <p>Staff Responsible for Monitoring: Principals, Reading Interventionists, District Librarian, Classroom Teachers, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: - Title I, Part A - Instructional Coach - \$60,000, - Title I, Part A - Supplemental Materials - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize incentives for meeting AR points goals</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Teachers, librarian, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

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 instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Vertical alignment opportunities are needed.




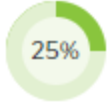
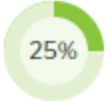





Problem Statement 3: Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups. **Root Cause:** Inconsistent implementation of the ELAR TEKS and lack of curriculum alignment. Approximately 70% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

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

Performance Objective 2: A minimum of 60% of students in Grades 2-5 will score in the "Meets" range on cumulative six weeks Math Assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Six week math assessment data analysis, STAR Math Data Analysis, Istation Data Analysis

Strategy 1 Details	Reviews				
<p>Strategy 1: Implement and monitor school-wide focus on math fact fluency and problem solving</p> <p>Strategy's Expected Result/Impact: Implementation is measured by Unit Assessment data, and weekly math fact checks. Impact is measured by student progress (grades, scores) and IStation Math results. Teachers to complete Reflection Plan following each assessment.</p> <p>Staff Responsible for Monitoring: Math Interventionist Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: iStation, Reflex - Title I, Part A - RTI - \$34,812, - Title I, Part A - Instructional Coach - \$60,000</p>	Formative			Summative	
	Nov	Jan	Mar	June	
					
Strategy 2 Details	Reviews				
<p>Strategy 2: Disaggregate and analyze data results from assessments, to prioritize and address student needs; utilize teacher resource room for data display</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Campus Administrators, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 2, 3</p>	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Demographics

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 2020, Hunt has approximately 13% 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 75% 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.

Student Achievement

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 instructional coach on the teaching staff to help strengthen vertical and horizontal alignment in improving core instruction in these areas. Vertical alignment opportunities are needed.




Problem Statement 3: Reading 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. Approximately 70% 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.

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.

HB3 Goal

Evaluation Data Sources: Training/Workshop Certificates; Sign-In Sheets; PLC sharing

Strategy 1 Details	Reviews			
<p>Strategy 1: HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement.</p> <p>Training include those through:</p> <ul style="list-style-type: none"> New ELAR Adoption Training-Savvas The Writing Academy Training TEKS Resource Training Lead4ward Acc 2020 CISD Technology Department Reading Plus Training Math Training Region III ESC July 21, 2020 Math COVID Slide Training-Region III ESC Science COVID Slide Training-Region III ESC mClass Training TExES ESL 154 Academy CPR Training CPI Refresher Course GT Update Safety 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 New Teacher Academy Participation through Region III ESC 2020-2021 (Avalos) Lead4ward Accountability for Leaders at Region III ESC (Cerny) Legal Update with Jim Walsh (Cerny) LPAC Training at Region III ESC (Cerny) Texas Assessment Conference in Austin, TX (Vahalik) Lead4ward for Leaders (Cerny) Lead4ward Math Lead4ward ELAR <p>Strategy's Expected Result/Impact: Implementation is measured through walk-through evaluations and assessment data analysis. Impact is measured by student progress (scores, grades).</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Staff Responsible for Monitoring: Reading and Math Interventionists, ELAR and Math/Science Instructional Coaches, Campus Administrators, Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: - Title II, Part A - PLCs - \$5,000, - Title II, Part A - Contracted Services - \$2,500, - Title II, Part A - Staff Development - \$8,284, - Title V, Part B - Contracted Services - \$2,500, - Title V, Part B - Staff Development - \$3,500



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

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

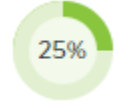

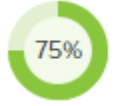




Goal 1: Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

Performance Objective 4: Gifted and Talented Services will be improved due to increased consistency with Texas Performance Standards Project implementation.

HB3 Goal

Evaluation Data Sources: Participation in TPSP at campus, district and regional level.

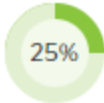






Master Schedule, Student Attendance Logs; Increased program monitoring by campus and district administrators; Workshop/Training Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development opportunities for the GT Instructor based upon need.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: GT Teacher and Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 <p>No Progress</p>	 <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>	

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 2020-2021.

Evaluation Data Sources: End of Year overall attendance rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Hunt Elementary students will have the opportunity to participate in attendance celebrations. Strategy's Expected Result/Impact: Implementation is measured by attendance event/celebration documentation. Impact is measured by student attendance rate. Staff Responsible for Monitoring: Campus Administrators Attendance Committee Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 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.

Targeted or ESF High Priority

Evaluation Data Sources: Referral data analysis in Educator Handbook

Strategy 1 Details	Reviews			
<p>Strategy 1: Hunt Elementary will continue the implementation of PBIS. Strategy's Expected Result/Impact: Implementation is measured by discipline referral data. Impact will be a decrease of behavioral infractions and more time spent on learning. Staff Responsible for Monitoring: PBIS Team Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Classroom Teachers and Staff, Campus Administrators PBIS Committee Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement and utilize programs to address bullying. Strategy's Expected Result/Impact: Implementation will be measured by documentation and lesson plans. Impact will be measured by the number of reported bullying incidents. Staff Responsible for Monitoring: Counselor, Campus Administrator ESF Levers: Lever 3: Positive School Culture</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>				

Performance Objective 2 Problem Statements:







School Culture and Climate

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. The teacher that coordinates RtI Behavior plans is only on campus for 2 hours daily.

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 Sources: 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.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by sign-in sheets at faculty discussion meetings. Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title I, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Leader: Counselor. Others involved: Principals</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Demographics
<p>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 2020, Hunt has approximately 13% 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 75% 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.</p>

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 Sources: Safety Drill logs; Safety Committee Meeting Minutes/Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Hunt Elementary will practice routine safety drills.</p> <p>Hunt Elementary will continue WATCH Dogs and PBIS school-wide expectations.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Principal, Assistant Principal, Team Leaders, PBIS Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hunt Elementary will implement health and safety procedures as outlined in 2020-2021 CISD Strong Start Plan.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Nurse, PPE Designee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hunt Elementary will improve the safety and security of the campus main entrance.</p> <p>Strategy's Expected Result/Impact: Impact will be measured by window and glass security film installation to increase emergency response time.</p> <p>Staff Responsible for Monitoring: Safety Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: School Safety and Security Grant (429) - State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 Sources: Increased staff attendance due to less illness








Strategy 1 Details	Reviews			
<p>Strategy 1: Health and Wellness Awareness Activities (i.e., Hunting for Health Classes, Pink Out--Breast Cancer Awareness/Prevention)</p> <p>Health Tips in Weekly Newsletter</p> <p>Fresh Fruit and Vegetable Program</p> <p>Health and Wellness Committee</p> <p>Strategy's Expected Result/Impact: Impact will be measured by staff attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Quaver Social Emotional Learning (SEL) Program</p> <p>Strategy's Expected Result/Impact: Impact will be measured by counseling referrals and discipline referrals lessening.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Disinfecting and Safety Measures in Accordance with CISD Strong Start Plan</p> <p>Strategy's Expected Result/Impact: Impact will be measured by confirmed COVID cases among staff and students.</p> <p>Staff Responsible for Monitoring: District COVID Team, Campus Administrators, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 parent teacher conferences at least once a year.

Evaluation Data Sources: Parent Participation in Events and End of Year Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers at HES will conduct face to face parent teacher conferences a minimum of one time per school year.</p> <p>Strategy's Expected Result/Impact: Implementation is measured by sign-in sheets/attendance. Impact is measured by increased academic performance and decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 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.)</p> <p>Strategy's Expected Result/Impact: Implementation is measured by attendance/participation at events. Impact is measured by increased academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PTO Officers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hunt Elementary will recruit and build our Parent Volunteer Program (WATCH DOGS)</p> <p>Strategy's Expected Result/Impact: Implementation is measured by increased parent volunteers on camps. Impact is measured by decrease in discipline referrals and accidents.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Hunt Elementary teachers will maintain a parent communication log outlining positive parent contacts.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 5 Details	Reviews			
<p>Strategy 5: Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)</p> <p>Strategy's Expected Result/Impact: Implementation is measured by sign-in sheets indicating participation. Impact is measured by increased academic performance and decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators Student Service Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title I, Part A, - General Funds</p>	Formative			Summative
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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.

HB3 Goal

Evaluation Data Sources: Teacher/Staff turnover rate during 2020-2021








Strategy 1 Details	Reviews			
<p>Strategy 1: HES will participate in local job fairs</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HES will assign instructional coaches/mentors to all teachers</p> <p>Strategy's Expected Result/Impact: Implementation is measured by decreased turnover rate. Impact is measured by increased academic performance and filling all vacancies with quality staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators & Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

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.

HB3 Goal

Evaluation Data Sources: Surveys and Participation Rates








Strategy 1 Details	Reviews			
Strategy 1: Campus-Wide Career Day Strategy's Expected Result/Impact: Implementation is measured by Impact is measured by Staff Responsible for Monitoring: Counselor, Career Day Committee TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 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.

HB3 Goal

Evaluation Data Sources: Student Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: College shirt day (each Wednesday)</p> <p>Strategy's Expected Result/Impact: Implementation is measured by promotion/advertising. Impact is measured by participation.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

State Compensatory

Budget for Hunt Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelli Cox	Math Interventionist	Rtl	100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2020-2021 CNA was completed in May 2020. The findings are as follows:

I. Demographics

Strengths: Collaboration with Student Services for attendance/truancy issues, Gobbler pep rally, Gobbler mentors

Needs: Larger areas for special education students to work, At-Risk Coordinator, Behavioral Specialist, more balanced classroom, equally sized classes, reduction of students leaving school early

II. Student Achievement

Strengths: Data Meetings to disaggregate data, lots of incentives for positive behavior

Needs: More incentives for positive behavior and attendance, more comprehensive benchmark assessments for BOY, MOY and EOY to determine student growth

III. School Culture and Climate

Strengths: Parent-teacher conferences, interventionists compilation of data, positive and supportive meetings with campus admin, open-door atmosphere from Hunt administrators, class counseling sessions and individualized/small group support as needed reinforces PBIS and emotional well-being

Needs: None noted.

IV. Staff Quality, Recruitment and Retention

Strengths: Campus Instructional Coaching sessions, PLCs, Quality Professional Development, range of faculty expertise, dedication of faculty, At-Risk Coordinator, excellent supports for ELAR RtI, high caliber dyslexia instructors

Needs: An additional dyslexia and Special Education Teacher, another RtI Interventionist for math so it has the same supports as reading (a Tier II and Tier III for both math and reading)

V. Curriculum, Instruction and Assessment

Strengths: WTW/Planning Time, Data Meetings, District training for new textbook adoption, vast bank of online programs to support all student

populations/differentiation/data-driven (Reading Plus, iStation, Pearson realize, Reading Renaissance, Reflex, Zaner-Blozer, etc.), Technology support team, ESC Region III targeted support sessions, PBIS structure for student success, detailed weekly agendas from principal, daily collaboration/support from Sped Ed instructors, Learning Lab

Needs: online-based social and emotional learning curriculum; teacher noted it is challenging for self-contained classrooms to write "We Will" and "I Will" statements for each subject daily; more keyboarding skills for students

VI. Family and Community Engagement:

Strengths: PTO Events, WatchDOGS, face-to-face conferences, school compacts, Fall Festival, Math Night, Reading Night, STREAM Night/GT Showcase, Career Day, Ag Day

Needs: Mentor Program with community members, after-school activities such as Math Night, Reading Night, etc. need to be 4:30-6:30 p.m. to accommodate parents/staff who live out of town and not have on a Friday when many families go out of town

VII. School Context and Organization

Strengths: counselor passes, library schedule, computer lab schedule, 2nd grade first semester tutoring, highly qualified secretary, nurse, cafeteria and custodial staff support whole campus

Needs: Outside Learning Center in courtyard area, tutor 5th grade October-February and then revamp after Mock STAAR for enrichment

VIII. Technology

Strengths: ipads for students and teachers, display screens and document cameras in classrooms, classroom telephones, response of tech staff

Needs: Professional Development in Google Classrooms (or other learning platform) with continuing short/focused support throughout the year

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.

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. This year, students may participate in asynchronous learning as outlined in the Campus Instructional Plan.

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

The campus principal 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. This year it may a virtual meeting due to COVID-19. 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. This year, the copies will be sent home with students or mailed due to COVID-19. 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 and Spanish versions.

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. Many meetings this year will be virtual due to COVID-19.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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 Rossett	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	Deborah DeClements	Special Education Resource Teacher
Classroom Teacher	Gretchen Bloebaum	Fine Arts Teacher
Classroom Teacher	Courtney Heaton	2nd Grade Teacher
Classroom Teacher	Natalie Dickson	3rd Grade Teacher
Business Representative	Kayla Pickett	Business Representative
Community Representative	Debbie Baker	Community Representative
Administrator	Bridgette Cerny	Principal
Administrator	James McCarter	Assistant Principal
Parent	Shannon Reitz	Parent
District-level Professional	Mark Iaconopelli	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
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	School Safety and Security Grant (429)		\$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		Instructional Coach	\$60,000.00
1	1	2		Supplemental Materials	\$70,000.00
1	2	1	iStation, Reflex	RTI	\$34,812.00
1	2	1		Instructional Coach	\$60,000.00
2	3	3			\$0.00
3	1	5			\$0.00
Sub-Total					\$224,812.00
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 V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		Contracted Services	\$2,500.00

Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		Staff Development	\$3,500.00
Sub-Total					\$6,000.00
Grand Total					\$246,596.00

Addendums

Hunt Elementary School Parent and Family 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
- Publicize the program availability and offerings through multiple communication sources (newsletters, website, district Facebook, Blackboard Connect)
- 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:

- Campus 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/Amplify mClass Informational Meetings
- District & Campus Parenting Meetings; Activities in Literacy and Math
- Science Fair/Makers Fair
- 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
- 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 disseminated 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
 - Continue 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
 - STREAM Class for all students

NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated to school safety as a result of COVID 19.

8. ADOPTION

The Hunt Elementary School Parental and Family 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, 2020 to June 30, 2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2020.

(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: _____

NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated to school safety as a result of COVID 19.

CUERO ISD



Strong Start Plan

On-Site Instruction

Health and Safety Protocols

Screening

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

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

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

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

Presence of Symptoms

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

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

Confirmed Diagnosis

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

Close contact is considered

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

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

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

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

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

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

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

Suspected or Sick Household member

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

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

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

OR

iv. Release from a doctor.

Face Coverings

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

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

Campus Visitor Protocols

Visitor Access to Building

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

Visitor Screening & PPE Requirements

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

Disinfecting and Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations

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

Supplies and Materials

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

Campus Cleaning Protocols

Daily Campus Cleaning

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

Additional Cleaning Measure for COVID-19 Positive Cases on Campus

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

Work and Learning Environments

Classroom Configurations and Procedures

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

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

Common Areas

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

Restrooms

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

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

Transitions, Arrival and Dismissal

Transitions

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

Arrival

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

Dismissal

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

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

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

Daily Schedule

Start time: 7:55 with staggered arrival times

End time: 3:30

Breakfast

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

Lunch

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

Recess

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

PE/Music/Guidance/etc.

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

Busing

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

Field Trips

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

Campus Events

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

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

Remote Instruction

General Expectations for Remote Learning

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

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

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

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

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

Instructional Design of Remote Instruction

Remote instruction in all grades will be asynchronous instruction only.

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

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

All remote instruction will include:

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

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

Remote Instruction Schedule

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

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

Determining Student Progress

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

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

- Daily assignments
- Completed independent practice assignments
- Performance assessments

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

Grading Practices

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

Intervention and Enrichment

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

Travel

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

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

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

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

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

- Quarantine for 10 days after arrival home

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

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