

Cuero Independent School District

Cuero High School

2024-2025 Campus Improvement Plan



Board Approval Date: October 21, 2024
Public Presentation Date: September 30, 2024

Mission Statement

At Cuero High School, learning is our fundamental purpose. Graduating students who can succeed in whatever honorable path they choose and who can contribute to our world in a meaningful way are our highest priority. Administrators, teachers, students, and parents share in the responsibility to achieve our mission.

We envision a campus culture that is positive and supportive of students and teachers, one that will allow them to build camaraderie and good relationships with each other so that maximum learning and personal growth can occur. We envision an environment that provides students with the resources they need to learn, including intervention programs, credit recovery options, and appropriate technology to build their knowledge and skills to prepare for college and career. Finally, we envision a campus climate wherein teachers and school leaders are encouraged to reflect and grow in their professional practice.

Vision

Cuero High School will inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Value Statement

Committed to Excellence.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: EOC data, student grades (failure reports), PSAT/SAT data, AP exam results

Evaluation Data Sources: EOC data, student grades (failure reports), PSAT/SAT data

Strategy 1 Details	Reviews			
Strategy 1: Maintain class size of a 24 to 1 average in the core areas. Strategy's Expected Result/Impact: Successful learning Staff Responsible for Monitoring: Counselors, Principal, APs, IC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use Teach Like a Champion as the basis of high impact instruction for all students. Strategy's Expected Result/Impact: high quality instruction/increased academic achievement Staff Responsible for Monitoring: Principal, APs, IC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase the necessary scientifically researched based materials, textbooks, and supplies to help implement the curriculum at the highest level. Strategy's Expected Result/Impact: Improve Student Achievement Staff Responsible for Monitoring: Principal, IC Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 2: Cuero ISD will utilize the TEKS Resource System as a curriculum management tool for all core subject areas.

Evaluation Data Sources: TEKS Resource System logins
YAGs

Strategy 1 Details	Reviews			
Strategy 1: Data team meetings by content area and with the junior high to align Algebra I and RLA curriculum. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Principal, APs, IC, Lead Counselor Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate to produce common assessments in STAAR EOC courses (Algebra I, English I & II, Biology, and U.S. History). Strategy's Expected Result/Impact: Our IC ensures that common assessments are administered for all STAAR EOC courses and that data from these tests is used to inform future instruction. Additionally, common warm-ups for TSI prep are provided by the IC for all junior and senior level math classes. Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System. Impact is measured by student performance on common assessments Staff Responsible for Monitoring: IC, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 3: Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement. In particular, GT students will be afforded the opportunity to pursue demonstration of their mastery of concepts in a variety of formats.

Evaluation Data Sources: Teach Like a Champion walk-thrus, Lesson plans, assessment scores

Strategy 1 Details	Reviews			
Strategy 1: Maintain class size of a 24 to 1 average in the core areas.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 4: Teachers will be given opportunity/time/staff development/PLC to plan and align instruction.

Evaluation Data Sources: Increased performance on state assessments

Goal 1: Improve Student Achievement

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

Evaluation Data Sources: Unit Tests, STAAR Results

Goal 2: Provide a Safe and Optimal Environment

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

Evaluation Data Sources: Edu Hero, surveys, Discipline reports and bullying reports

Goal 2: Provide a Safe and Optimal Environment

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

Evaluation Data Sources: School climate specialists & survey feedback

Goal 2: Provide a Safe and Optimal Environment

Performance Objective 3: CHS will improve the safety and security of the campus main entrance by enhancing screening procedures and protocols as well as installing window and glass bullet resistant and bullet proof film to increase emergency response time.

Evaluation Data Sources: Campus maps, door check binders, Safety binders

Goal 3: Promote Parent/Family and Community Engagement

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

Evaluation Data Sources: weekly emails via blackboard
Web posts
News releases

Strategy 1 Details	Reviews			
Strategy 1: CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents, including any failures at the 3 or 6 week mark.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Recruit and Retain Highly Qualified Staff

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

Evaluation Data Sources: SBEC , TTESS, Walk thru data etc

Goal 4: Recruit and Retain Highly Qualified Staff

Performance Objective 2: Visit regional and collegiate job fairs

Evaluation Data Sources: UHV or VC job fairs

Goal 5: Promote College and Career Readiness.

Performance Objective 1: Cuero ISD will continue to strive to get 100% of students to become Program of Study completers and CCMR certified.

High Priority

Evaluation Data Sources: PEIMS data, counselor reports

Goal 5: Promote College and Career Readiness.

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

Evaluation Data Sources: student feedback

Goal 5: Promote College and Career Readiness.

Performance Objective 3: Provide opportunities for Gifted and Talented students to pursue academically rigorous curriculum and learning opportunities

Evaluation Data Sources: Teachers completing GT training/updates in summer

State Compensatory

Budget for Cuero High School

Total SCE Funds: \$149,428.10

Total FTEs Funded by SCE: 3.125

Brief Description of SCE Services and/or Programs

This funds one full time SWAS (School Within a School) teacher, a truancy officer, a credit recovery paraprofessional, and one section of English EOC remediation.

Personnel for Cuero High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Arlitt	Teacher	0.125
Kelly Phelps	Truancy Officer	1
Marie Rangnow	SWAS Teacher	1
Susan Edwards	Paraprofessional	1

Site Based Decision Making Committee

Committee Role	Name	Position
Instructional	Shannon Tronicek	Teacher
Instructional	Kristi Hobbs	Teacher/IC
Instructional	Marie Rangnow	Teacher
Instructional	Rachel Brown	Teacher
Instructional	Amy Arlitt	Teacher
Non-Classroom Professional	Gina Rico	Lead Counselor
Instructional	Olga Rojas	Teacher
Community	Gerald Clark	Community
Parent	Julie Kuecker	Parent
Community	Billy Jordan	Community
Business	Emily Weatherly	Business
Business	Sarah Pena	Business
Parent	Cassandra Franklin	Parent
Instructional	Debra Mutschler	Teacher
Instructional	Greg Nemec	Teacher
Instructional	Amy Crain	Teacher
Instructional	Jennifer Belew	Teacher
Instructional	Paige Baros	Teacher
Instructional	Denys McCarter	Teacher
Administrator	Darrin Stansberry	Assistant Principal
District Level Official/Advisory	Kim Fleener	Deputy Superintendent

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Counselors		Kim Fleener	9/25/2024
Child Abuse and Neglect	All Employees/Lead Counselor		Kim Fleener	9/25/2024
Coordinated Health Program	District Nurse		Kim Fleener	9/25/2024
Decision-Making and Planning Policy Evaluation	Principals		Kim Fleener	9/25/2024
Disciplinary Alternative Education Program (DAEP)	Principals/Nixon-Smilely DAEP		Kim Fleener	9/25/2024
Dropout Prevention	Principal/Counselors/SWAS Lead Teacher		Kim Fleener	9/25/2024
Dyslexia Treatment Program	Director of Special Education		Kim Fleener	9/25/2024
Title I, Part C Migrant	Director of Federal Programs		Kim Fleener	9/25/2024
Pregnancy Related Services	District Nurse		Kim Fleener	9/25/2024
Post-Secondary Preparedness	Counselors		Kim Fleener	9/25/2024
Recruiting Teachers and Paraprofessionals	Principals		Kim Fleener	9/25/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Kim Fleener	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management	Assistant Principals/Counselors	9/26/2024	Kim Fleener	9/25/2024
Texas Behavior Support Initiative (TBSI)	Special Education Director and Principals		Kim Fleener	10/6/2024
Technology Integration	Technology Director and Instructional Technologist		Kim Fleener	9/25/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	HR/Board Approved MOU		Kim Fleener	9/25/2024

Addendums

Teen Dating Violence

What Educators Need to Know

Presentation to Cuero High School Staff on
09/23/2024

<https://www.youtube.com/watch?v=He1pu4VwKdM>



Facts about Teen Dating Abuse

- Domestic violence/dating abuse is an epidemic affecting individuals in every community, regardless of race, religion, nationality, age, economic status, gender, or sexual orientation.
- According to the National Domestic Violence Hotline, 1 in 3 adolescents have experienced some form of relationship abuse.
- Early exposure to violence can have long-term physical and psychological consequences such as:
 - higher rates of depression
 - substance abuse
 - suicide attempts
 - eating disorders
 - poor school performance
 - unplanned pregnancy
 - sexually transmitted infections
 - future victimization.

Red Flags

- Using intimidation
- Emotional abuse
- Isolating partner from friends and family
- Minimizing, denying, blaming
- Justifying behavior
- Using coercion and threats

Identifying Those at Risk

- Intense mood swings
- Change in personality
- Idolizing their partner
- Not responding to emails, texts, etc.
- Changes in class participation
- Withdrawing from family and friends
- Working less hours
- Defensive of their partner
- Frequent physical complaints

What Can You Do?

- Speak to the student one-on-one
- Listen to the student
- Be a calming presence with the student
- Reassure the student that they can get through this
- Seek out relevant information (*Will you need to report this? Talk to counselor, principal, etc.*)

<https://www.youtube.com/watch?v=ZFpmB571fqE>

- ★ **As educators we have the ability to promote awareness, look for warning signs, and encourage students to create healthy personal boundaries.**

**Presentation to Cuero High
School Staff on 09/23/2024**



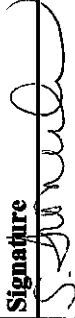
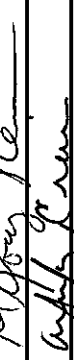
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Site Based Decision Making Committee

Meeting Date: September 30, 2024 at 12:30 p.m.

Cuero High School Library

Committee Role	Name	Position	Signature
Instructional	Shannon Tronicek	Teacher	
Instructional	Kristi Hobbs	Teacher/IC	
Instructional	Marie Rangnow	Teacher	
Instructional	Rachel Brown	Teacher	
Instructional	Amy Arlitt	Teacher	
Non-Classroom Professional	Gina Rico	Lead Counselor	
Instructional	Olga Rojas <i>Olga C. Rojas</i>	Teacher	
Community	Gerald Clark	Community	
Parent	Julie Kuecker	Parent	
Community	Billy Jordan	Community	
Business	Emily Weatherly	Business	
Business	Sarah Pena <i>Sarah Pena</i>	Business	
Parent	Cassandra Franklin	Parent	
Instructional	Debra Mutschler	Teacher	
Instructional	Greg Nemec	Teacher	
Instructional	Amy Crain	Teacher	
Instructional	Jennifer Belew	Teacher	
Instructional	Paige Baros	Teacher	
Instructional	Denys McCarter	Teacher	
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