Cuero Independent School District

Cuero Junior High

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2024
Public Presentation Date: September 11, 2024

Mission Statement

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

Cuero ISD is "Committed to Excellence."

Vision

Cuero Junior High School strives to inspire and motivate the visionary leader in each student and teacher by creating and fostering a positive and collaborative environment that embraces rigorous and relevant expectations to promote student success in all endeavors.

"It's always a great day to be a Cuero Junior High Gobbler!"

Core Beliefs

CJH believes that all students, regardless of ability, can reach their maximum potential.

CJH believes that our efforts should be focused on supporting teachers in assisting students in transitioning from elementary school to JH, JH to HS, and life beyond school.

CJH believes professionals are life-long learners in pursuit of new skills and ways to apply those skills.

CJH believes that the development of quality and sincere relationships with staff members, who serve as role models for students, positively impacts long-term student success.

CJH believes that staff and student accomplishments achieved through effort and hard work are valuable and should be celebrated.

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Demographics

Demographics Summary

For the 2024-2025 school year, Cuero Junior High has a new assistant principal. We have 45 teachers (9 shared with CHS) and 7 paraprofessionals, 52 total staff. The enrollment at CJH is currently increasing and could reach 500+ for the 2023-2024 school year. The Cuero Junior High campus offers students strong core content provided by experienced educators while offering the students a variety of elective courses. All of our teachers meet 'Highly Qualified' status through our District of Innovation.

In 2023-24, there were about 483 students to close the year (Hispanic/ Latinos were 49.28%, Asian were .83%, Black/African Americans were 7.25%, White/Caucasians were 40.37%, and Two or more races were 2.28%) 6th graders represented 31.47%, 7th graders represented 31.26%, 8th graders represented 37.27%, 46.58% were female students, and 53.42% were male students. 3.93% were LEP students, 55.28% were economically disadvantaged students, 1.24% were military connected students, .83% were in foster care, 11.39% were dyslexic, 47%were on free meals, 2.07%were on reduced meals, 3.73% were ESL, 6.83% were GT, 21.33% were SPED, 45.34% were at risk, 1.45% were homeless/ unaccompanied youth, and there were 89 CTE participants.

At this time we do not have a rating due to a pending court case.

Demographics Strengths

Attendance at Cuero Junior High has remained steady over the years and most students who start school in Cuero ISD go on to graduate from CHS. In order to keep this trend, the campus will continue to offer the GOAT party at the end of each semester. One requirement to attend is no unexcused absences for the six weeks along with no more than 2 excused absences, pass all classes for that six weeks, and no office referrals. Most families are very happy with our school as indicated by the vast number of transfer requests the campus receives each year. Most families are very happy with our school as indicated by the vast number of transfer requests the campus receives each year. While still a largely rural school district, Cuero is slowly beginning to reflect more diversity in some sub-populations and grade levels. Robotics students at JH are able to begin a consistent connection with a post-secondary pathway to college and a career. The campus also has a STEM center that is utilized. The junior high campus has added another section of robotics to the existing 2 sections for a total of 3. A STEM class is now also offered. They students are familiar with STEM because of the lab that is on the Hunt campus, this will allow the continuation of STEM knowledge for these students at a higher level with more rigor. They will be able to continue to build on their prior knowledge. This will allow teachers options to extend their lessons by using STEM activities. The teachers will be able to checkout sets of items from the lab or carry their classes as a whole to the lab. The STEM center will also be utilized on occasion by the Library Grant Program on Magical Mondays.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A high percentage of economically disadvantaged students is a significant concern for our campus since studies confirm that families living in poverty are often those with gaps in learning and at-risk of not graduating. Many students start from "behind" and our campus is making efforts to fill in the gaps by offering learning opportunities outside the traditional calendar and hours. **Root Cause:** Generational poverty and a lack of educational materials at home and/or someone who can assist the children

with their learning (value of completing schoolwork and advancing to the next grade level).

Student Achievement

Student Achievement Summary

A significant strength in the area of student achievement is the commitment of the faculty/staff at CJH. CJH is committed to high-quality instruction, setting high standards in the classroom, implementing the Teach Like a Champion method, and continuing the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), strategies campus-wide. In addition, the campus provides tutorial opportunities with certified teachers before and after school Monday-Thursday as requested by students, computer programs available, a 3 tiered intervention program, and a grading policy that gives students a second chance to demonstrate mastery, when needed.

Administrators and core teachers will also need to attend Lead4ward training and other updates through Region 3 in order to stay abreast of accountability updates and better prepare students to be successful in academic curriculum and on state testing. Since academic success often times goes hand in hand with appropriate student behavior, training for teachers in de-escalation and dealing with volatile students is also a must. PLCs and ESL PLCs are done in order to ensure vertical alignment, time for discussion regarding the rigor of the STAAR test questions, and to prepare any remaining or new teachers to take and pass the ESL exam so that CJH can better serve our ESL population. PLC's will be done once a 6 weeks for the 2024-2025 school year. Teacher attend STAAR updates to stay up to date about TEK changes in their content areas.

Student Achievement Strengths

6th Math:
Did not meet- 35%, Approaches- 42%, Meets- 17%, Masters- 6%
6th Reading:
Did not meet- 27%, Approaches- 23%, Meets- 37%, Masters- 13%
7th Math:
Did not meet- 44%, Approaches- 19%, Meets- 27%, Masters- 10%
7th Reading:
Did not meet- 28%, Approaches- 20%, Meets- 25%, Masters- 27%
8th Math:
Did not meet- 14%, Approaches- 20%, Meets- 37%, Masters- 29%
8th Reading:
Did not meet- 19%, Approaches- 25%, Meets- 27%, Masters- 29%
8th Science:
Did not meet- 40%, Approaches- 26%, Meets- 24%, Masters- 10%
8th History:
Did not meet- 47%, Approaches- 23%, Meets- 18%, Masters- 12%

In 2018-2019, Cuero Junior High School "Met Standard" in all areas identified by TEA as well as received the following distinctions:

ELA/Reading Distinction

Mathematics Distinction

Science Distinction

Post-Secondary Readiness Distinction

Comparative/Closing the Gaps Distinction

In 2018-19, Cuero Junior High School received a "B" rating overall and distinction in: Social Studies.

In 2018-19, Cuero Junior High School In all areas except Math and Science outscored the state in the standard approaches grade level.

In 2019-2020 School was shut down due to the Pandemic COVID-19.

2020-2021 not rated

2021-2022 Cuero Junior High School received a "B" rating overall.

2022-2023 Cuero Junior High School received a "B" rating overall.

2023-2024 the rating is still pending at this time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Junior high STAAR Reading scores are an area of concern despite grade level to multiple grade level reading gains using IXL and MTSS strategies on the recommended plan during the school year. **Root Cause:** Lack of phonemic awareness Only one 45 minute ELAR class for grades 7 and 8 during the 2024-2025 school year.

Problem Statement 2: The 6th, 7th, and 8th grade STAAR Math scores improved from the previous year but students still need support to continue making strides. **Root Cause:** Gaps in instruction need to continue to be closed for the continued growth that we are currently seeing.

Problem Statement 3: 8th grade STAAR Science continues to be an area of concern despite a slight increase in scores for the 2020-2021 school year. This class will now be taught by multiple highly qualified and certified staff in grades 6th-8th **Root Cause:** Challenging concepts, lack of student interest, and student apathy continue to be issues.

Problem Statement 4: 8th grade STAAR Social Studies continues to be an area of concern **Root Cause:** An enormous amount of detailed information from a lengthy time period and student apathy continue to be issues.

School Culture and Climate

School Culture and Climate Summary

An analysis of discipline data does indicate that certain teachers initiate the vast majority of referrals and that many issues could be avoided with better classroom management. Top referral offenses for 2022-2023 were: defiance, tardiness, and class disruptions. The number of referrals from each grade level was about the same.

During the 2022-2023 school year, the Minor Incidents tab in Educator Handbook was used by teachers to document their involvement in handling Level 1 offenses, which lowered the number of referrals. Adequate classroom management and increased parent contacts will contribute to this trend. Information from Capturing Kids' Hearts was shared with the faculty and new procedures were put in place to better manage 6th grade transitions. Building relationships will be key during 2023-2024.

During the 2023-2024 a focus on WICOR and Teach Like a Champion strategies hope to curtail the large number of referrals. We hope that appropriate supervision throughout the campus will benefit teachers and reduce the overall number of referrals.

During the 2024-2025 school year the campus is using an organizational binder to put emphasis on the importance of students learning the proper skills to manage their own study habits outside of school.

School Culture and Climate Strengths

The CJH faculty/staff is a strong, family-oriented group who want what's best for the students of CJH. They strive every day to ensure that a growth mindset remains our central focus. All are committed to being role models for our students and building healthy, professional relationships with our CJH students.

Student Involvement: Student groups active on campus include Band, Choir, Gobbler Ambassadors, Spelling Bee, Sports (basketball, cheer, football, tennis, track, and volleyball), NHS, Student Council, Theatre Arts, and UIL Academics.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A small group of students, and their parents, do not value education. **Root Cause:** Multi-generational apathy; parents unwilling to hold their child accountable for their actions; failure to follow the chain of command; sporting events perceived as more important than homework, rest, or school attendance.

Problem Statement 2: Too many discipline referrals by a small group of teachers who could have handled these Level 1 infractions in the classroom. **Root Cause:** Poor classroom management; inability to create relationships with students; and PBIS/Capturing Kids' Hearts strategies not fully utilized. Lack of willingness to reach out to families prior to writing office referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cuero ISD participated in virtual job fairs to recruit teachers. Job openings were advertised in The Cuero Record, The Victoria Advocate, and on the Cuero ISD, TASA, and TASSP websites. The need to continue these efforts is quite pressing due to the inability to secure enough quality educators and the likelihood that several teachers will be needed in the future since several have indicated they will retire at the end of 2023-2024. Like elsewhere in the state, it has become challenging to find certified secondary core teachers.

New teachers have experienced mentors (department heads) and meet periodically with the principal in order to ensure success. Additionally, teachers new to the profession are mentored through the Region 3 ESC New Teacher Academy. Each teacher is offered a laptop computer and iPad/ Chromebook along with ongoing support from our campus assigned Instructional Technologist. New teachers are also offered guidance from instructional coach. Stipends are given to any teacher who teaches a classes for HS credit, is a teacher in a special education classroom, and in several other high need areas, in order to help attract individuals with those certifications to our secondary schools.

Staff Quality, Recruitment, and Retention Strengths

For the 2022-2023 school year there were a total of 28 total core teachers, 21 of the teachers were ESL certified.

The 7 teachers that had't passed the test didn't have any ESL students in class.

For the 2023-2024 school year there were a total of 28 total core teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a teacher shortage in Texas, especially in rural areas, that directly impacts CJH's ability to hire high quality instructors. **Root Cause:** There are fewer people entering the teaching profession due to low pay, diminishing retirement benefits, and teachers not being seen as professionals.

Problem Statement 2: Overall enrollment is at an all time high. Buildings are near capacity especially in common areas such as the cafeteria where students must eat in the foyer between the gym and cafeteria . The gym, storage areas, offices, and meeting rooms are often over-booked. **Root Cause:** Increasing enrollment, continued transfer requests, and budget constraints limit our ability to expand.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS are documented in lesson plans and are supported through the TEKS Resource System (vertical alignment) as well as supplemental programs coupled with best practices. Assessments include those teacher and instructional coach created core content area benchmarks, and reading and math assessments through Renaissance STAR.

At the start of the 2023-2024 school year reports were ran to see the usage for the extra support programs. Many of them were not utilized so they will be replaced with other programs more suitable for the needs of the students and the teachers lessons.

New science curriculum is being implemented during the 2024-2025 school year (K-12 Summit). The curriculum is up to date with the current mandated TEKS for the 2025 STAAR exam.

The math department is currently using Carnegie at a minimal in grades 6 and 7 to research for the current math adoption. 8th grade is using Carnegie for Algebra 1 and 8th grade math.

Curriculum, Instruction, and Assessment Strengths

Strengths include: use of the TEKS Resource Center for vertical alignment, access to DMAC for benchmarks to inform instruction; maximizing the growth opportunities in vocabulary, comprehension, and fluency available by utilizing the Rise Up Reading Intervention program; access to Brain Pop in all classes; offering STAAR review through Mentoring Minds and SummitK12 materials, offering Tier 2 intervention through IXL and Tier 3 MTSS classes; and customized professional development opportunities for teachers in the summer in order to earn comp days during the school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Low 6th & 7th grade STAAR Math scores **Root Cause:** Transition year for 6th grade students; new and/or inexperienced teachers or teachers with attendance issues; discipline issues in 6th grade; and core teachers not differentiating instruction to adequately meet the needs of students.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents, family members, community members, and friends all enjoy the many performances and campus events each year: Schedule Pick-Up/Meet the Teacher; Band Concerts; Choir Concerts; football, volleyball, basketball, cheer, tennis, track, and cross country events; Spelling Bee; UIL Academic Competitions; Investigating Careers events including our annual College & Career Day; Theatre Arts events; Spanish Club events; STUCO sponsored events, NJHS Induction and events; Junior High 5th grade transition event; District Art Show; ELAR presentations in the library.

CJH events are communicated through memos sent home with students, emails, phone calls, parent-teacher conferences, Cuero ISD website, Blackboard Connect, Remind 101, District Facebook, and the Cuero Record.

Parent and Community Engagement Strengths

The community is involved with the schools and is definitely supportive and willing to volunteer or make donations when there is a need.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a sharp contrast in parental involvement at the JH level as compared to the elementary years, from a complete lack of parental involvement to parents handling everything for their student. **Root Cause:** For the most part, many students discourage their parents from being involved at their school during the regular school day and some parents are no longer able to assist their child academically as they once could in elementary school.

School Context and Organization

School Context and Organization Summary

CJH has an eight period school day plus a brunch and lunch. This schedule enables CJH to schedule small group math and reading MTSS classes to tier 3 students as well as allows students who cannot, or do not want to eat breakfast before school, to have a chance to eat brunch following first period. Students who pass the STAAR test (Approaches or Better) are able to take multiple elective classes in order to explore subjects of their choice, while those who do not, are scheduled into Math or Reading Improvement classes so that core curriculum gaps can be adequately addressed.

School Safety is a top priority. A buzzer at our front entrance so that the receptionist has control over who enters the building. The front is able to see and communicate with the person requesting entry. Camera footage of the campus is up at all times on the computers of designated staff to better monitor the comings and goings of visitors to maintain safety. The SRO is very visible and works closely with administration to ensure smooth transitions for students between classes, during lunch, before and after-school; assists in maintaining safety at all times; promotes an anti-Bullying campaign; and forms a bond with students to ensure that law enforcement is seen as the heroes they are, willing to risk their lives for the safety of others.

School Context and Organization Strengths

The Teach Like a Champion Program is being implemented this year. All teachers frame their lessons, post the "I will: We will:" statements, work in the power zone as much as possible, and incorporate WICOR strategies into their lessons. The lesson plan format was slightly redesigned as was the walkthrough form to reflect use of WICOR and Teach Like a Champion verbiage.

Walkthroughs are performed on all teachers on an on-going basis for the purpose of continuous improvement.

The 6 department heads (ELAR, Electives, Math, Science, Social Studies, and Special Education) are strong leaders who work well with administration, teachers, aides, and office staff to ensure good communication and campus planning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Walkthroughs increased from previous school years, but more are needed to obtain accurate data in order to improve instructional practices campus-wide.
Root Cause: Discipline issues with the junior high population and numerous changes in administration preventing a seamless transition from 6th to 8th grade.

Technology

Technology Summary

CJH has an Instructional Technologist assigned to our campus to support technology needs. All classrooms are equipped with flat panel displays or overhead projectors. 6th, 7th and 8th graders have individual Chromebooks. Students also have access to learning apps and online learning opportunities to enhance and/or remediate instruction.

Technology Strengths

In Cuero ISD, there is a distinct focus on 21st Century learning. All teachers have either a laptop and/or computer in their classroom. Wireless connectivity is reliable and allows faculty/staff and students to use Chromebooks anywhere in the school or outside the school for learning activities. Professional development in the area of technology is also offered each summer to teachers who earn comp days for attending. The technology department is knowledgeable, helpful, and ready to assist, as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1: Some lesson plans lack instructional technology integration. **Root Cause:** Ongoing support in this area is lacking due to the technology department's workload.

Problem Statement 2: Incoming CJH students are extremely proficient in the use of a cell phone but lack basic skills in using a personal computer for academic purposes. **Root Cause:** Students grew up using cell phones but have not had formal instruction in technology or internet safety.

Priority Problem Statements

Problem Statement 1: There is a sharp contrast in parental involvement at the JH level as compared to the elementary years, from a complete lack of parental involvement to parents handling everything for their student.

Root Cause 1: For the most part, many students discourage their parents from being involved at their school during the regular school day and some parents are no longer able to assist their child academically as they once could in elementary school.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: A small group of students, and their parents, do not value education.

Root Cause 2: Multi-generational apathy; parents unwilling to hold their child accountable for their actions; failure to follow the chain of command; sporting events perceived as more important than homework, rest, or school attendance.

Problem Statement 2 Areas: School Culture and Climate

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
- Accountability Distinction Designations

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
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 11, 2024

Goal 1: Cuero Junior High School will provide an exemplary instructional program for all students to enhance achievement, access and equity.

Performance Objective 1: During the 2024-2025 school year, student performance levels on the STAAR assessments will improve by 5 % in all academic areas overall as compared to the 2023-2024 STAAR scores.

High Priority

Evaluation Data Sources: STAAR data and feedback from teachers following training

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization and technology. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet in grade level and core subject team meetings to disaggregate formal and informal assessment data and use the data to inform instruction and develop plans to impact student learning through differentiated instructional techniques shared by the group. **Strategy's Expected Result/Impact:** 1. Implementation is measured by staff attendance sign-in rosters, meeting agendas, and notes/minutes of each meeting. 2. Impact is measured by benchmark and STAAR scores in all reporting categories, including special education. **Staff Responsible for Monitoring:** Leader: Asst. Superintendent of Curriculum & Instruction, Principal, Asst. Principal, Department Heads, Interventionists, and core subject Teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative, Region 3 ESC training, and Region 4 workbooks and textbooks. **Strategy's Expected Result/Impact:** 1. Implementation is measured by teacher walkthrough data, Power-walks and conversations and/or reflections about this data, observations, and student assessment data. 2. Impact is measured by an increase in state assessment passing rates for all students. **Staff Responsible for Monitoring:** Leader: Reading and Math Interventionists & Department Heads Others Involved: Principal, Asst. Principal, Core Teachers **Title I:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: To provide more in-depth, quality learning time, after school tutoring in small group sessions or one-on-one sessions will be offered . **Strategy's Expected Result/Impact:** Implementation will be measured by sign-in sheets from the tutorials and an increased passing percentage each six weeks. **Staff Responsible for Monitoring:** Leader: Classroom Teachers Others Involved: Department Heads, Counselor, Asst. Principal, Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use internet-based programs in order to help address and improve student achievement: Edgenuity Explore Learning Gizmos Reading Plus Renaissance STAR Reading & Math Stem Scopes Study Island **Strategy's Expected Result/Impact:** Implementation will be measured by the number of students utilizing the internet-based programs and after ascertaining student growth based on data obtained from these programs. **Staff Responsible for Monitoring:** Leader: Classroom Teachers Others Involved: Department Heads, Asst. Principal, Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide teachers with the opportunity to attend professional development for at least 4 days during the summer (earning them 4 comp days) so that there is a decrease in the number of instructional days lost for training. The professional development will be focused and based on teacher need with the purpose of improved instruction and increased student achievement. Training's include: Art Ed Now Online Conference Art Institute AVID Critical Reading AVID Critical Writing AVID Math AVID Summer Institute CAMT CPI Update				

Coaching School Deep Space Art Training ESL Training GT Initial Training GT Update NCA Cheer Camp New Teacher Orientation Region 3 ESC/Digging Deeper Region 3 ESC Lead4ward Region 3 ESC Spec Ed. Updates Region 3 ESC AASL Best Websites & Apps for Learning Tech/Online Tech/Pearson Tech/R3 Grant Writing TMEA Texas Bandmaster VTAT We Teach CS Summit **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Extended year services will be offered to meet the needs of at-risk students. **Staff Responsible for Monitoring:** Campus Principal and Technology **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Cuero Junior High School will provide an exemplary instructional program for all students to enhance achievement, access and equity.

Performance Objective 2: Ensure that instruction and content is aligned both horizontally and vertically.

Strategy 1 Details	Reviews			
Strategy 1: Staff can attend professional development tailored to fit their individual needs.	Formative			Summative
TEA Priorities: Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Safe and Optimal Environment: Cuero Junior High School will meet the safety and security needs of students and staff including the teaching of positive school-wide behavior to further 21st century learning skills implementation.

Performance Objective 1: In response to state and federal improvement planning requirements not addressed elsewhere in this plan, CJH 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 year's end to determine any priority status changes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CJH 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... CJH will follow board policy FFG Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. All faculty/staff will receive access to an electronic copy of this policy at the beginning of the school year. **Strategy's Expected Result/Impact:** 1. Implementation will be measured by faculty/staff online training quiz results and feedback as well as in faculty meeting follow-up discussion. 2. Impact will be measured by a decrease in campus incident reports. **Staff Responsible for Monitoring:** Leader: EduHero, Counselor Others Involved: Principal, Asst. Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During the campus registration process, CJH 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 need. 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. **Strategy's Expected Result/Impact:** 1. Implementation will be measured by meeting notes from summer planning sessions regarding registration. 2. Impact will be measured by an accurate registration process for new and returning students. **Staff Responsible for Monitoring:** Leader: Principal, Asst. Principal, Counselor Others Involved: Secretary/Registrar, Nursing Staff, PEIMS Personnel, At-Risk Coordinator, Student Services				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In collaboration with the district, CJH will provide training for regular education teachers for TBSI relating to instruction of students with disabilities. **Strategy's Expected Result/Impact:** 1. Implementation will be measured by Faculty/Staff meeting sign-in sheet. 2. Impact will be measured by teacher reflections submitted regarding their learning about the TBSI framework. **Staff Responsible for Monitoring:** Leader: Special Education Department Head Others Involved: Counselor, Special Education Faculty/Staff and Department Heads				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CJH will provide students with age appropriate information to prepare them for choices throughout high school and for college/technical courses including admission, financial aid, grants, and other scholarship opportunities through school-wide efforts and by offering 7th and 8th grade College and Career Readiness elective classes fueled by the AVID curriculum **Strategy's Expected Result/Impact:** 1. Implementation will be measured by the degree to which our campus becomes college focused: college/career oriented hallways, AVID Corner, and college visits. 2. Impact will be measured by results of Xello, the construction of PGPs prior to the start of the 8th grade, and student interest in post-secondary pathways. **Staff Responsible for Monitoring:** Lead: Counselor, Principal, At-Risk Coordinator/AVID Site Coordinator Others Involved: Asst. Principal, AVID Site Team, Core Teachers **TEA Priorities:** Connect high school to career and college				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CJH will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. Faculty/Staff will be trained on recognizing bullying, signs of bullying, and suicide prevention during the first four weeks of school. **Strategy's Expected Result/Impact:** 1. Implementation will be measured by EduHero bullying training completion, quiz results, and Faculty/Staff meeting follow-up. 2. Impact will be measured by bullying being appropriately addressed by Faculty/Staff and EOY survey results in regard to campus climate. **Staff Responsible for Monitoring:** Leader: Principal, Counselor, Secretary/Registrar				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: CJH will continue to implement PBIS strategies. **Strategy's Expected Result/Impact:** 1. Implementation will be measured by teacher participation in the program each 6 weeks. 2. Impact will be measured by discipline data and school climate. **Staff Responsible for Monitoring:** Leader: Principal, Asst. Principal, Counselor, At-Risk Coordinator Others Involved: Classroom Teachers and Support Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: When necessary, students with severe discipline problems will be assigned to the Disciplinary Alternative Education Center in order to receive more individualized help with self-control. **Staff Responsible for Monitoring:** Campus Principal and Dean of Students **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Cuero Junior High will provide for a safe and secure school environment where staff are prepared to address any threats to the learning environment. **Strategy's Expected Result/Impact:** Positive school culture free from interruptions **Staff Responsible for Monitoring:** Administration team **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Safe and Optimal Environment: Cuero Junior High School will meet the safety and security needs of students and staff including the teaching of positive school-wide behavior to further 21st century learning skills implementation.

Performance Objective 2: Increase the layers of protection at CJH by competing a safety audit.

Evaluation Data Sources: Safety audit conducted by CISD team. Addition of magnetic strips, panic bars and any additional cameras as needed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement all TEA required safety measures school-wide. Student who feel safe at school learn more due to the positive climate. Staff who feel safe and secure are more likely to continue in their current positions and view the school as a safe and optimal place to work. **Strategy's Expected Result/Impact:** Safety of Students and Staff **Staff Responsible for Monitoring:** Principal and AP **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: CJHS will foster parental involvement.

Evaluation Data Sources: EOY Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CJHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents. **Strategy's Expected Result/Impact:** Implementation will be measured by the number of parent contacts each 6 weeks. **Staff Responsible for Monitoring:** Leader: At-Risk Coordinator and Principal Others Involved: Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CJHS will hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up/Meet the Teacher, Band Concerts, Choir Concerts, Art Exhibits, Athletic Events, and Let's TACO-BOUT JH 5th grade transition night. **Strategy's Expected Result/Impact:** Implementation will be measured by sign-in sheets and attendance at these events. **Staff Responsible for Monitoring:** Leader: Principal and Asst. Principal Others Involved: Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact. **Strategy's Expected Result/Impact:** Implementation will be measured by the number of parent contacts Student Services makes on behalf of the school. **Staff Responsible for Monitoring:** Leader: Principal Others Involved: Student Services personnel				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize community organizations and programs to address bullying, harassment, and dating violence. **Strategy's Expected Result/Impact:** Implementation will be measured by the number of bullying, harassment, and date violence incidents. **Staff Responsible for Monitoring:** Leader: District Staff, EduHero, Counselor, Administration Others Involved: Teachers and Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide opportunities for parent involvement and training. Example: Parental Involvement Conference Develop and distribute Parent and Family Engagement Policy and offer parent involvement meetings in the Fall and Spring Semesters. **Strategy's Expected Result/Impact:** Implementation will be measured by attendance at parental involvement activities. **Staff Responsible for Monitoring:** Leader: District Staff, Principal, Student Services personnel Others Involved: Classroom teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Parents will have online access to their child's grades and attendance. **Staff Responsible for Monitoring:** Campus Principal and Technology				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Parents will be invited to be an integral members on campus committees including the campus site-based committee. **Staff Responsible for Monitoring:** Campus Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Recruit and Retain Highly Qualified Staff: Positions at Cuero Junior High School will be filled with highly qualified (certified) teachers and staff.

Performance Objective 1: Cuero Junior High School will follow district policy for recruiting and retaining highly qualified staff who meet ESSA guidelines.

Evaluation Data Sources: Teacher turnover rate and the number of applicants who apply with Cuero ISD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CJHS will participate in local job fairs. **Strategy's Expected Result/Impact:** Implementation will be measured by the number of active applications with current vacancies filled prior to contract deadlines. **Staff Responsible for Monitoring:** Leader: Principal or Designee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CJHS will assign mentors to new teachers (department heads) and enroll teachers who are new to the profession in the New Teacher Academy offered by Region 3 ESC. **Strategy's Expected Result/Impact:** Implementation will be measured by a decreased teacher turn-over rate and sign-in sheets. **Staff Responsible for Monitoring:** Leaders: Principal and At-Risk Coordinator Others Involved: Mentors and Mentees **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Recruit and Retain Highly Qualified Staff: Positions at Cuero Junior High School will be filled with highly qualified (certified) teachers and staff.

Performance Objective 2: Allow CJH staff to attend high quality professional development via Region III or other professional development tailored to their success.

Evaluation Data Sources: Successful completion of PD via coursework or certificates.

Goal 5: Cuero Junior High School will Promote College and Career Awareness

Performance Objective 1: Maintain a College & Career Readiness Student Area/ Counselor's Corner for school-wide use in a high-traffic area of campus.

Evaluation Data Sources: Principal, Counselor

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In coordination with the AVID teachers, a student area will be created that showcases vital information for school success as well as post secondary opportunities. **Strategy's Expected Result/Impact:** Creation of a school-wide AVID student and parent area that is rich in literature about how to overcome issues facing students and parents today as well as a plethora of information about post-secondary opportunities. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Site Coordinator **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title V, Part B				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Cuero Junior High School will Promote College and Career Awareness

Performance Objective 2: All 6th graders will complete a semester of Preteen Leadership.

Evaluation Data Sources: Principal, Counselor

Goal 5: Cuero Junior High School will Promote College and Career Awareness

Performance Objective 3: Recruit and schedule guest speakers for all elective class sections that represent a cross-section of careers and college experiences. Recruit and schedule a campus-wide College and Career Day for all students so that they can rotate through a plethora of sessions for further exposure to careers and college experiences.

Evaluation Data Sources: Principal, Counselor

Goal 5: Cuero Junior High School will Promote College and Career Awareness

Performance Objective 4: Schedule in school and optional Saturday tours of colleges and post-secondary expos to expose students to college and work related opportunities available.

Evaluation Data Sources: Principal, Counselor

State Compensatory

Budget for Cuero Junior High

Total SCE Funds: $227,650.00
Total FTEs Funded by SCE: 1.99
Brief Description of SCE Services and/or Programs

The SCE services and programs are designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school. Services and programs include extended day and remedial instruction during the school year and summer for students who did not perform satisfactorily on a readiness level or assessment, alternative education programs, credit recovery programs, attendance officer, and other supplemental services and programs as needed to assist students who are considered at-risk and meet at least one of the 15 SCE criteria.

Personnel for Cuero Junior High

Name	Position	FTE
Hannah Price	Teacher	0.14
Jennifer Saenz	Teacher	0.14
Jessica Wyatt	Teacher	1
Larissa Neimeier	Teacher	0.28
Stephanie Dickens	Teacher	0.43

Title I

1.1: Comprehensive Needs Assessment

In CIP

2.1: Campus Improvement Plan developed with appropriate stakeholders

Completed on October 9th.

2.2: Regular monitoring and revision

At monthly intervals.

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

Yes and completed October 9th. Approved by board action October 23rd.

2.4: Opportunities for all children to meet State standards

Yes all children taught using state approved curriculum and TEKS.

2.5: Increased learning time and well-rounded education

Tutorials and interventions have been ongoing since the beginning of the school year.

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

All at-risk students have been identified and receiving service as needed.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and family engagement completed on October 9th.

4.2: Offer flexible number of parent involvement meetings

Parents may meet with staff at their convenience via phone call, online platforms (ZOOM, Google meets), or face to face.

Title I Personnel

Name	Position	Program	FTE
Hannah Price	ELAR Teacher		
Jennifer Saenz	ELAR Teacher		
Jessica Wyatt	Instructional Coach		
Larissa Niemeier	Math Teacher		

Campus Performance Objectives Committee

Committee Role	Name	Position
Business Representative	Kassie Rath	Business Representative
Business Representative	Mary Jane Henson	Business Representative
Community Representative	Bethany Hobbs	Community Member
Community Representative	Natalie Carson	Community Member
Paraprofessional	Anndrea Wolf	Paraprofessional
Parent	Kristi Hobbs	Parent
Classroom Teacher	Pamela Zimmerman	Teacher
Classroom Teacher	Hannah Price	Teacher
Classroom Teacher	Sheri Gannon	Teacher
Classroom Teacher	Kay Thigpen	Teacher
Classroom Teacher	Larissa Niemeier	Teacher
Parent	Jessica Wyatt	Parent
Classroom Teacher	Bonnie Nall	Teacher
Classroom Teacher	Susan Moore	Teacher
Classroom Teacher	Sarah Bellanger	Teacher
Administrator	Jaime Dyer	Principal
Parent	Courtney Kubesch	Parent
Classroom Teacher	Carrie Parkinson	Teacher

Campus Funding Summary

Title V, Part B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1			$0.00
				Sub-Total	$0.00

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-Smiley 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

Cuero Junior High School
CPOC Meeting
October 9, 2023 Time: 5:00 p.m.
CJH Room 207

Sign In Sheet

PRINT NAME	SIGNATURE
Jessica Wyatt	J Wyatt
Carrie Parkinson	Carrie Parkinson
Sheri Gannon	S Gannon
Kassie Roth	Kassie Roth
Courtney Kubesch	Courtney Kubesch
Natalie Carson	Natalie Carson
Bethany Hobbs	Bethany Hobbs
MaryJane Henson	MaryJane H
Susan Moore	Sue Moore
Kay Thigpen	Kay Thigpen
Lauren Morton	Lauren Morton
Debbie Bordovsky	
Pam Zimmerman	Pam Zimmerman
Shelley Connelly	Shelley Connelly

Agenda:

Review the Campus Improvement Plan (CIP)

MATH — **Current 6th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 4	42%	29%	15%	14%
2022-2023 Grade 5	29%	31%	23%	17%
2023-2024 Grade 6				

MATH — **Current 7th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 5	21%	35%	16%	28%
2022-2023 Grade 6	24%	42%	27%	7%
2023-2024 Grade 7				

MATH — **Current 8th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 6	27%	38%	28%	8%
2022-2023 Grade 7	32%	33%	27%	9%
2023-2024 Grade 8				

READING — **Current 6th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 4	33%	23%	21%	21%
2022-2023 Grade 5	29%	28%	25%	18%
2023-2024 Grade 6				

READING — **Current 7th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 5	20%	18%	20%	43%
2022-2023 Grade 6	23%	27%	33%	17%
2023-2024 Grade 7				

READING — **Current 8th Graders**

Year	Did Not Meet	Approaches	Meets	Masters
2021-2022 Grade 6	31%	27%	13%	28%
2022-2023 Grade 7	22%	24%	33%	21%
2023-2024 Grade 8				