

Cuero Independent School District
Hunt Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 21, 2024
Public Presentation Date: October 7, 2024

Mission Statement

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

Vision

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

Core Beliefs

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

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

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

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

We have high academic expectations and accountability.

We communicate effectively and clearly.

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

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

We believe EVERY child can learn.

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2024

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 eight 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.

The 2019-2020 TAPR report indicated an enrollment at Hunt Elementary of 537 students (141 in Grade 2, 129 in Grade 3, 137 in Grade 4 and 130 in Grade 5) with 8.9% being African American, 54.6% Hispanic, 34.3% White, 0.2% American Indian, 0.4% Asian and 1.7% Two or More Races. Of these students, 49.7% were classified as at-risk, 69.6% as Economically Disadvantaged, 4.8% as English Learners and 17.5% of the student population receiving special education services.

The 2020-2021 TAPR report indicated an enrollment at Hunt Elementary of 520 students (137 in Grade 2, 117 in Grade 3, 134 in Grade 4 and 132 in Grade 5) with 9% being African American, 52.9% Hispanic, 36% White, 0.2% American Indian, 0.6% Asian and 1.3% Two or More Races. Of these students, 39.6% were classified as at-risk, 66.9% as Economically Disadvantaged, 4.4% as EB Students/EL and 18.8% of the student population receiving special education services.

The 2021-2022 TAPR report indicated an enrollment of 512 students (124 in Grade 2, 129 in Grade 3, 130 in Grade 4 and 129 in Grade 5) with 9.2% being African American, 50.8% Hispanic, 38.3% White, 0.2% American Indian, 0.6 Asian and 1% Two or More Races. Of these students, 45.3% were classified as at-risk, 67.4% as Economically Disadvantaged, 4.7% as EB Students/EL and 23% of the student population receiving special education services.

The 2022-2023 TAPR report indicated an enrollment of 505 students (107 in Grade 2, 122 in Grade 3, 141 in Grade 4 and 135 in Grade 5) with 46 being African American, 263 Hispanic, 187 White, 0 American Indian, 2 Asian and 7 Two or More Races. Of these students, 227 or 45% were classified as at-risk, 340 or 67.3% as Economically Disadvantaged, 22 or 4.4% as EB Students/EL and 123 or 24.4% of the student population receiving special education services.

Hunt is projected to house approximately 500 students in 2024-2025 with six or seven homeroom sections in grades 2-5. Hunt also has two certified full-time

Resource Teachers, one Life Skills Teacher, one Fine Arts Teacher, one Reading Interventionist, one Math Interventionist, one Physical Education Teacher, one Assistant Principal, one Principal, one campus secretary, one LVN Nurse, and one paraprofessional per grade level. The current campus leadership has remained consistent from the previous school year. Hunt has 40 teachers, with one shared with other campuses and two Instructional Coaches. Hunt Elementary teachers are certified for the grade level and content (with the exception of six) 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 18 students per homeroom/core teacher with a total enrollment expected to surpass 500 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.

Hunt Elementary houses grades 2-5. The 2022-2023 TAPR depicts the following:

107 students in Grade 2

122 students in Grade 3

141 students in Grade 4

135 students in Grade 5

The student ethnic distribution is as follows:

African American 9.1%

Hispanic 52.1%

White 37%

American Indian 0%

Asian .4%

Pacific Islander 0%

Two or More Races 1.4%

Hunt has 238 Females comprising 47.1% and 267 Males comprising 52.9%.

Other student groups are as follows:

Economically Disadvantaged: 67.3%

Non-Educationally Disadvantaged 32.7%

Section 504 11.9%

EB/EL 4.4%

Students with Disciplinary Placements 0.5%

Students with Dyslexia 9.7%

Foster Care 1%

Homeless 5%

Immigrant 0.6%

Migrant 0%

Title I 100%

Military Connection 0.4%

At-Risk 45%

Staff consists of 61 educators with an ethnic breakdown as follows:

African American 0%

Hispanic 15.1%

White 84.9%

Males 5%

Females 95%

Teachers with Bachelor's Degrees 78%

Teachers with Master's Degrees 22%

Beginning Teachers 10.1%

1-5 Years Experience 22.6%

6-10 Years Experience 17.6%

11-20 Years Experience 24.5%

21-30 Years Experience 22.6%

Over 30 Years Experience 2.5%

Class Sizes are as follows:

Grade 2-13.5

Grade 3-15.5

Grade 4-18.3

Grade 5-19

Paraprofessional Staff is required to be certified through SBEC.

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. Academic and Attendance incentives and recognition are given routinely.
3. Minimal to no students withdrew during 2023-2024 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 18-22 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, purposeful professional development and a "family" culture/environment.

Staff noted that an "open-door" policy exists between staff and campus Admin and quality communication helps cultivate a supportive environment. Typically the campus hosts many events such as Grandparent Breakfast, Thanksgiving Luncheons, Family Reading Night, Math Night, Christmas Sing Along, Career Day, Field 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, and vast array of online programs to support core instruction and technology devices.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 2024, Hunt has approximately 46% of the total student population receiving Special Education and/or 504 and/or Dyslexia Services. **Root Cause:** Lack of early education within the home environment especially for many families at or near the poverty level. Over 80% 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. Over 60% of students entering 2nd grade are over one year behind in math.

Student Achievement

Student Achievement Summary

Students in grades 3-5 took the online Reading and Math STAAR Assessments and students in grade 5 took the Science STAAR Assessment online. The preliminary percentages of students who met the state standard are as follows:

3rd grade Math 74% (2017) 81% (2018) 75% (2019) 60% (2021) 67% (2022) 66%(2023) 80%(2024)

3rd grade Reading 64% (2017) 72% (2018) 72% (2019) 60% (2021) 73% (2022) 67% (2023) 87%(2024)

4th grade Math 60% (2017) 79% (2018) 71% (2019) 55% (2021) 56% (2022) 72%(2023) 56%(2024)

4th grade Reading 70% (2017) 70% (2018) 77% (2019) 63% (2021) 71% (2022) 83%(2023) 74%(2024)

4th grade Writing 53% (2017) 44% (2018) 57% (2019) 62% (2021) N/A (2022) N/A (2023) N/A(2024)

5th grade Math 81% (after second administration in 2017) 87% (after second administration in 2018) 88% (after second administration in 2019) 66%(2021) 76% (2022) 71%(2023) 82%(2024)

5th grade Reading 77% (after second administration) 81% (after second administration in 2018) 84% (after second administration in 2019) 72% (2021) 81% (2022) 71% (2023) 78%(2024)

5th grade Science 56% (2017) 65% (2018) 73% (2019) 60% (2021) 75% (2022) 64%(2023) 70%(2024)

All STAAR assessments were administered through an online platform. Students need more practice taking assessments in an online platform. 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. In comparing student groups, there are several concerns. White student group scored consistently higher than Hispanic and 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. The campus also generated a Targeted Improvement Plan for 2020-2021 and will complete a TIP for 2021-2022.

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 (no data due to school closure). 2021-2022 is "Not Rated."

Hunt Elementary received a rating of "B" for 2021-2022, largely due to student growth from 4th to 5th grade. Hunt received a distinction in Science.

Hunt Elementary is projected to receive a rating of "C" for 2022-2023, so Hunt has implemented some changes to help address the student needs. (i.e.,

Keyboarding program, Amplify Reading for Tier II and Tier III students, focused weekly lesson planning, MTSS Trainer of Trainers on campus, research-based MTSS lessons).

It is still undetermined as to the rating Hunt Elementary will receive for 2024.

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:

The campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

The campus had a significant increase in STAAR scores in 4th Grade Reading and 4th Grade Math scores from 2022 to 2023. 4th Grade Math increased 16% from 2022 to 2023 and 4th Grade Reading increased 12% from 2022 to 2023. 5th Grade Science 2023 scores, although 11% lower than 2022, were consistent with state average performance levels.

5th Grade reading had an 18% gain for the student group from 2021 to 2022 with 42% of the 5th grade students mastering the reading assessment. 5th Grade math had a 10% gain from 2021 to 2022 and a 21% gain for the student group from 2021 to 2022. 5th Grade science had a 16% gain from 2021 to 2022.

3rd Grade had a 13% gain in reading and an 8% gain in math from 2021 to 2022.

4th Grade had an 8% gain in reading from 2021 to 2022 and an 11% gain for the student group.

For 2023-2024, State assessment highlights include the following:

3rd Grade Reading had a 20% increase in the number of students who passed the STAAR from 2023 to 2024. These students also have a 12% higher passing rate than the State and 14% higher than the Region.

3rd Grade Math had a 14% increase in the number of students who passed the STAAR from 2023 to 2024. These students also have an 11% higher passing rate than the State and 14% higher than the Region.

5th Grade Reading had a 7% increase in the number of students who mastered the STAAR from 2023 to 2024. These students also have a 2% higher passing rate than the Region and equivalent to the State.

5th Grade Math had an **11% increase** in the number of students who passed the STAAR from 2023 to 2024. These students also have a **6% higher passing rate than the State and Region.**

5th Grade Science had a **6% increase** in the number of students who passed the STAAR from 2023 to 2024. These students also have a **13% higher passing rate than the State and 12% higher than the Region.**

Many data options are available and used for instructional decisions such as the re-implementation of routine data meetings and reflective tools. Additionally, weekly focused lesson planning sessions, Texas Instructional Leadership training and feedback to teachers along with the implementation of Teach Like a Champion strategies is helping to strengthen core instruction.

Cuero ISD received an "A" Rating and each campus received a "B" rating for 2021-2022. Hunt Elementary received a distinction in Science and scored above the state and regional level in this subject. The HB 4545 Tutorials made an impact as students receiving these accelerated instructional opportunities demonstrated academic growth.

The official ratings are still pending; however, Hunt is projected to be rated "C" for 2023-2024 based upon preliminary 2023 STAAR results. 2024 results are still undetermined.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 2024 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 a sufficient number of Special Education Teachers. We have been inadequately staffed, thus causing large case loads and inability to effectively meet all the specialized student needs. The campus also needs greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 2 (Prioritized): Fourth Grade Math scores on 2024 STAAR fell below our targeted goal for the campus. **Root Cause:** Non-mastery of the math and reading standards in early grades coupled with deviation from adopted curriculum. Vertical alignment and curricular 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 RLA TEKS and lack of curriculum alignment. Over 80% 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 2022-2023 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, dislike of cafeteria food 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 district communication, GT program and salaries can be improved. 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, appreciate the campus communication, welcomes the teaching of respect and manners and feel school is clean. Parents expressed concern about the cafeteria food being poor quality and small portion sizes and bus safety. Parents also expressed that early dismissals for football games are not necessary, request a better physical education program, desire for staff to promote health and fitness, request Spanish classes for students, concerned about excessive teacher absences, the amount of computer/screen time and want more parent involvement events.

We are still awaiting the survey results from Spring 2024.

An analysis of discipline data revealed that office referrals have declined over the past few years; however, we fell short of our goal (approximately 96 referrals per six week on average compared to wanting to maintain an average of 60 or below). 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 and Defiance. Males had the most referrals at approximately 78%. The grade level breakdown for behavior infractions is as follows: 5th Grade 37%, 4th Grade=27%, 3rd Grade=15% and 2nd Grade=21%.

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 students and staff accountability and decrease student discipline issues. Teachers work collaboratively in teams and support school-wide events such as Meet the Teacher, Grandparent Breakfast, Family Math Night, Family Reading Night, Thanksgiving Luncheon, Holiday Programs, Fall Festival, Science Fair, Spelling Bee and other campus events. Teachers note that Administrative presence in classes and adding several phones for staff access is helpful. Parent-Teacher conferences are encouraged and supported with coverage.

Student Involvement includes Student Council, Science Fair, Spelling Bee, Talent Show, Field Day, Clubs (Lego, Coding, STEM, Chess, Gardening) and other school sponsored events. A strong sense of Gobbler Pride is evident among the student body. The campus leaders conference 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. We currently do not have a staff person that is dedicated to writing and implementing student behavior plans for Tier II and Tier III., nor do we have a full-time behavior teacher to monitor implementation of BIPs.

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 18:1 in the core areas although classes exceeded 22 students in 2021-2024. 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, with the exception of six. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2024 to earn comp days within the 2024-2025 school calendar. All Hunt Elementary teachers are matched with an instructional coach who helps guide and mentor them in attaining goals. Teachers new to the campus also have a designated mentor to help orient them to the campus. PLCs are embedded in the Master Schedule either bi or tri-weekly. Teachers new to the teaching profession also receive mentoring through New Teacher Academies facilitated by our Deputy Superintendent. 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 2024-2025 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:

86% 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 (Prioritized): 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 classroom spaces are available.

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

Problem Statement 3 (Prioritized): 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 caused some to explore other career options and have not returned to the profession as a result.

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 core curriculum 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, Teach Like a Champion and other professional sources as we continue to reach the standards set for STAAR and the state accountability system. All classrooms will be evaluated using the T-TESS instrument.

Assessments (STAR, mClass, 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 along with the implementation of TLaC practices. Grade level teams meet 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 Coaches 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:

- Tri-Weekly PLCs to include grade level teams, administrators, MTSS Teachers, Spec Ed Teachers, "Specials" Teachers (when able)
- The ability to interpret and use assessment data to help formulate instructional decisions through data meetings
- Assessments such as mClass and DRA administered at the beginning, middle and end of year for grade 2, and STAR Renaissance Reading and Math and IXL Reading, Math and Science is administered at beginning, middle and end of year for grades 2-5
- DMAC analysis of core curricular assessments
- STAAR released data
- MTSS Services
- DMAC (assessment, benchmarks, data analysis)
- STEMSCOPES
- Think Up Math and Science (challenging, high rigor, STAAR prep)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teacher reliance on programs rather than TEKS in curricular implementation. There is lack of consistent curricular implementation and vertical alignment throughout the elementary grades. **Root Cause:** We have multiple adoptions, programs and resources which can create misalignment in implementation. We are working

to "streamline" and align curriculum in the 2024-2025 school year.

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, District Facebook, District Website, parent-teacher conferences, Blackboard Connect and the local newspaper. Parents and community members are encouraged to attend school functions and be an active member of the school family.

According to the Community and Engagement surveys that were taken in the Spring of 2023, Hunt Elementary was rated high in all of the following categories: Safety, Special Programs, Behavior Expectations, Academic Progress/Performance, Communication, Facility Cleanliness/Maintenance, Fine Arts and Library Resources. Surveys indicate a desire for better food quality and portions through our cafeteria service. We are still awaiting data from the Spring 2024 surveys.

Hunt Elementary typically hosts many events throughout the school year, including Meet the Teacher, Grandparent Breakfast, 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, Bullying Committee Meetings and many other activities.

Parent and Community Engagement Strengths

Hunt Elementary strengths include:

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents tend to be more supportive of non-academic events than academic and educational opportunities. **Root Cause:** Lack of education among parents about the importance of education. We are hosting Parenting Circle throughout 2024-2025 to help educate parents about the importance of education and overall student wellness.

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 further academic and/or behavioral testing is performed to help determine the best course of action. Teachers value the planning time built within their PLCs that is used for data analysis and instructional preparation. Surveys also indicate a safe environment with sufficient staff to monitor students before, during and after-school, procedural arrival and dismissal plans, PBIS implementation, WATCH Dogs, secure entrance with all exterior doors locked, cameras at each entrance/exit, full-time armed security guard and bullying awareness classes. Additionally, Hunt is promoting health with our Quaver curriculum 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. Designated MTSS/HB 1416 time is "built into" the master schedule to allow opportunities for students to receive regular services as needed. We have a full-time school counselor and a crisis counselor that is shared with the primary campus. Each student has access to a chrome book during the school day and participates in various education online platforms.

Students at Hunt Elementary have many education opportunities including, but not limited to, the following:

Enrichment Clubs

UIL Academics

IXL

Saturday Academies

After-School Tutorials

MTSS Block within the school day

Core curricular resources coupled with supplemental resources

Instructional Coaches

MTSS Teachers

STREAM Lab Classes

Extended Library Hours

Keyboarding

Partnership with local businesses and museum

Educational grant opportunities

Partnership with Devon Energy/Cal Ripken Foundation

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 Teach Like a Champion
- Teachers accommodate special student populations by individualized education plan implementation
- MTSS 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
- Weekly Door Sweep Documentation

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Ineffective Curriculum Implementation within some classrooms leads to academic learning gaps. **Root Cause:** Frequent absenteeism among 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 a Chrome Book per student in Grades 2-5. 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 to enhance instruction. Classrooms have interactive displays and educational programs such as Amplify, IXL and Stemscoptes in accelerating instruction.

Technology Strengths

Technology strengths include:

- Digital accessibility (Chromebooks for students, 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
- Coding Club, Girls in STEM, Magical Monday STEM activities, STREAM class
- School-wide keyboarding program daily

Problem Statements Identifying Technology Needs

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

Problem Statement 2 (Prioritized): Students lack keyboarding skills required for online testing platforms. **Root Cause:** Students are accustomed to touch screen devices and do not have sufficient opportunities to type on a keyboard.

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 2024, Hunt has approximately 46% of the total student population receiving Special Education and/or 504 and/or Dyslexia Services.

Root Cause 1: Lack of early education within the home environment especially for many families at or near the poverty level. Over 80% 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. Over 60% of students entering 2nd grade are over one year behind in math.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups.

Root Cause 2: Inconsistent implementation of the RLA TEKS and lack of curriculum alignment. Over 80% 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 2 Areas: Student Achievement

Problem Statement 3: Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable.

Root Cause 3: Staff not always consistently utilizing PBIS techniques and procedures. We currently do not have a staff person that is dedicated to writing and implementing student behavior plans for Tier II and Tier III., nor do we have a full-time behavior teacher to monitor implementation of BIPs.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: 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 4: 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 4 Areas: Demographics

Problem Statement 5: 2024 STAAR data reveals that Special Education students score below all other student groups in reading and math.

Root Cause 5: The root cause is the need for a sufficient number of Special Education Teachers. We have been inadequately staffed, thus causing large case loads and inability to effectively meet all the specialized student needs. The campus also needs greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Research supports keeping class sizes smaller to positively impact student learning and student engagement.

Root Cause 6: Budget restraints and limited state funding do not always allow to increase personnel staff. Additionally, our facility is at capacity and no classroom spaces are available.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Lack of affordable housing opportunities within the community.

Root Cause 7: Rural community lacks abundance of affordable housing.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The challenges and demands of teaching are causing some to explore alternate career paths.

Root Cause 8: Societal changes and family apathy for education create increased learning deficiencies among many. Additionally, the COVID pandemic caused some to explore other career options and have not returned to the profession as a result.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher reliance on programs rather than TEKS in curricular implementation. There is lack of consistent curricular implementation and vertical alignment throughout the elementary grades.

Root Cause 9: We have multiple adoptions, programs and resources which can create misalignment in implementation. We are working to "streamline" and align curriculum in the 2024-2025 school year.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Parents tend to be more supportive of non-academic events than academic and educational opportunities.

Root Cause 10: Lack of education among parents about the importance of education. We are hosting Parenting Circle throughout 2024-2025 to help educate parents about the importance of education and overall student wellness.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Ineffective Curriculum Implementation within some classrooms leads to academic learning gaps.

Root Cause 11: Frequent absenteeism among personnel.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Missed opportunities for technology implementation within lesson design

Root Cause 12: Lack of teacher awareness or training on instructional technology implementation

Problem Statement 12 Areas: Technology

Problem Statement 13: Students lack keyboarding skills required for online testing platforms.

Root Cause 13: Students are accustomed to touch screen devices and do not have sufficient opportunities to type on a keyboard.

Problem Statement 13 Areas: Technology

Problem Statement 14: Fourth Grade Math scores on 2024 STAAR fell below our targeted goal for the campus.

Root Cause 14: Non-mastery of the math and reading standards in early grades coupled with deviation from adopted curriculum. Vertical alignment and curricular alignment

opportunities are needed.

Problem Statement 14 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- 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

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
- 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

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: October 2, 2024

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.

High Priority

HB3 Goal

Evaluation Data Sources: STAR Data Analysis, DRA Data Analysis, mCLASS Data Analysis, IXL Data Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate and analyze data results from unit assessments, DRA, STAR Reading, IXL and mClass to prioritize and address student needs.</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, IXL progress measures and STAR Reading/Reading Renaissance results</p> <p>Staff Responsible for Monitoring: Principals, Interventionists, Classroom Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Amplify, Renaissance Reading - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize incentives for meeting Reading 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 Renaissance Reading, growth reports, and progress towards goal</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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


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


High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and monitor school-wide focus on math fact fluency and problem solving. Incentives provided to motivate and encourage students to increase their math fact fluency.</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 IXL results. Teachers to complete Reflection Plan following each assessment.</p> <p>Staff Responsible for Monitoring: Math Interventionist and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Zearn, STEMscopes - Title I, Part A - RTI - \$34,812, - Title I, Part A - Instructional Coach - \$60,000, Math Fact Mastery Incentives - Activity Funds - \$5,000</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 digital data boards</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 Renaissance and IXL results.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Campus Administrators, Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement.	Formative			Summative
	Nov	Jan	Mar	June

Training includes, but not limited to the following:

TEKS Resource Training
Lead4ward Acc 2024
CISD Technology Department
Math Training Region III ESC (Math Academies)
TExES ESL 154 Academy
CPR Training
CPI Refresher Course
GT Update
mCLASS/Amplify PD
Safety
STAAR Data Analysis/PLCs for 3rd Grade Reading and Math, 4th Grade Reading and Math, and 5th Grade Reading, Math and Science (on-going throughout school year)
Literacy, Science and Math Vertical Alignment PLCs
Lead4ward Accountability for Leaders at Region III ESC (Cerny)
Legal Update with Jim Walsh (Cerny)
LPAC Training at Region III ESC (Arroyo, Atzenhoffer)
Texas Assessment Conference in Austin, TX (Cox, Atzenhoffer)
Lead4ward for Leaders (Cerny)
Lead4ward Math (Cox)
Lead4ward ELAR (Winkler)
Lead4ward Special Education
Lead4ward Science
Reading Academy
Really Great Reading (All RLA Teachers)
Teach Like a Champion (All Teachers)

Strategy's Expected Result/Impact: Implementation is measured through walk-through evaluations and assessment data analysis.

Impact is measured by student progress (scores, grades).

Staff Responsible for Monitoring: Interventionists, Instructional Coach, Campus Administrators, Classroom Teachers

Title I:

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 5: Effective Instruction

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

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: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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

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.</p> <p>Strategy's Expected Result/Impact: Implementation is measured by attendance event/celebration documentation. Impact is measured by student attendance rate.</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Committee</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation.

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

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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: PBIS Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and utilize programs to address bullying.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administrator, Bullying Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</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 21st 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>ESF Levers: 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>ESF Levers: Lever 3: Positive School Culture</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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Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st century learning skills implementation.


Performance Objective 4: Hunt Elementary will execute safety procedures.


High Priority

Evaluation Data Sources: Safety Drill logs; Safety Committee Meeting Minutes/Evaluations; Weekly Door Sweeps

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 CISD Wellness Plan.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Nurse, PPE Assignee</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.</p> <p>Strategy's Expected Result/Impact: Impact will be measured by weekly door "sweep" logs and an 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

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21st 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., Pink Out--Breast Cancer Awareness/Prevention)</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 Wellness Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. Strategy's Expected Result/Impact: Implementation is measured by sign-in sheets/attendance. Impact is measured by increased academic performance and decreased discipline referrals. Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 4.1, 4.2 - 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 Staff and PTO will host multiple events to involve parents (Family Math Night, Family Reading Night, STAAR Information Night, Holiday Social, Field Day, etc.) Strategy's Expected Result/Impact: Implementation is measured by attendance/participation at events. Impact is measured by increased academic performance. Staff Responsible for Monitoring: Campus Administrators, PTO Officers</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) Strategy's Expected Result/Impact: Implementation is measured by increased parent volunteers on campus. Impact is measured by decrease in discipline referrals and accidents. 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.</p> <p>Impact is measured by increased academic performance and decreased discipline referrals.</p> <p>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> <p>Title I: 4.2</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.</p> <p>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: 4.2</p> <p>Funding Sources: - Title I, Part A, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
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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.


High Priority


HB3 Goal

Evaluation Data Sources: Teacher/Staff turnover rate during 2023-2024

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>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</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 Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 5: Promote College and Career Readiness.

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

HB3 Goal

Evaluation Data Sources: Surveys and Participation Rates





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus-Wide Career Day</p> <p>Strategy's Expected Result/Impact: Implementation is measured by participation in event. Impact is measured by student career surveys.</p> <p>Staff Responsible for Monitoring: Counselor, Career Day Committee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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</p> <p>- 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>				

State Compensatory

Budget for Hunt Elementary

Total SCE Funds: \$5,000.00

Total FTEs Funded by SCE: 1

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 Hunt Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
D'Nesha Rossett	Math/Science Instructional Coach	1

Title I

1.1: Comprehensive Needs Assessment

Please see attachment to the Plan Addendum.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please refer to CPOC sign-in sheets and meeting notes included in the Committee Meeting Logs tab.

2.2: Regular monitoring and revision

The Plan is monitored and reviewed at each CPOC meeting. Please refer to the meeting notes and sign-in sheets included in the Committee Meeting Logs tab.

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

The parent compact and PFE is provided in both English and Spanish. No other language has been requested at this time.

2.4: Opportunities for all children to meet State standards

Please expand to reveal Title I Strategies within the Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

Please expand to reveal Title I Strategies within the Campus Improvement Plan.

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

Please expand to reveal Title I Strategies within the Campus Improvement Plan.

3.1: Annually evaluate the schoolwide plan

This is performed at quarterly CPOC Meetings and as needed. Documentation provided within the plan addendums.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see attachment to the Plan Addendum.

4.2: Offer flexible number of parent involvement meetings

Title I Fall Meetings were offered as follows:

September 30, 2024 at 5:30 p.m. in conjunction with Magical Monday and PTO Meeting

October 7, 2024 at 7:15 a.m.

The sign-in sheets and meeting agendas are included in the addendums.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Arroyo	Instructional Coach	All Core Subjects	1.0
Kelly Winkler	Reading Interventionist	Reading	1.0
Shela Tucker	Math Interventionist	Math	1
Venus Hardin	Math Interventionist	Math	.25

Campus Performance Objectives Committee

Committee Role	Name	Position
Classroom Teacher	Katherine A. Scott	4th Grade Teacher
Classroom Teacher	Deborah DeClements	Special Education Teacher
Classroom Teacher	Sara Mayces	4th Grade Teacher
Classroom Teacher	Kiley Vasquez	3rd Grade Teacher
District-level Professional	Kimberly Fleener	Assistant Superintendent of C&I
Parent	Julia Stafford	Parent
Administrator	James McCarter	Assistant Principal
Administrator	Bridgette Cerny	Principal
Community Representative	Debbie Baker	Community Representative
Business Representative	Kayla Pickett	Business Representative
Classroom Teacher	Jayne Fortanas	3rd Grade Teacher
Classroom Teacher	Sherri Sedlacek	5th Grade Teacher
Classroom Teacher	Kendall Hart	2nd Grade Teacher
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher
Classroom Teacher	Cynthia Marek	5th Grade Teacher
Classroom Teacher	Kelli Cox	Student Support Teacher
Classroom Teacher	Jenny Bryant	2nd Grade Teacher
Classroom Teacher	Yadira Wade	2nd Grade Teacher

Campus Funding Summary

Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Fact Mastery Incentives		\$5,000.00
Sub-Total					\$5,000.00
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	Amplify, Renaissance Reading		\$0.00
1	2	1	Zearn, STEMscopes	RTI	\$34,812.00
1	2	1		Instructional Coach	\$60,000.00
2	3	3			\$0.00
3	1	5			\$0.00
Sub-Total					\$94,812.00
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
1	3	1		Staff Development	\$3,500.00
Sub-Total					\$6,000.00

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

Hunt Elementary Campus Needs Assessment Working Document 2024-2025

Demographics--Enrollment, Diversity, Special Populations, At-Risk, Teacher-Student Ratios, Attendance, Mobility

- Strengths: six week attendance recognition, phone calls to parents about attendance, letters home to parents about attendance, after and before school tutoring
- Needs:

Student Achievement--Assessment Data, Promotion/Retention Rates, TELPAS, Classroom and Program Data/Assessments, Student Work

- Strengths: dissect STAAR interim and benchmark assessment data, determine instruction based on data, flexible tutoring groups, Saturday school, six week achievement recognition, Art: HLSR art projects, display art at museum
- Needs: BOY, MOY, and EOY assessments that better compare to the rigor and expectations of STAAR testing (Renaissance Star used for math and reading do not do this effectively - to some extent, you are comparing apples and oranges);

School Culture & Climate--Classroom and School Walkthrough Data, Parent Conferences/Meetings, Feedback Data, Surveys

- Strengths: allowing teachers time to meet with parents during the school day, review and discuss walkthrough data with teachers, school theme survey, teacher massage survey, administration attending parent teacher conferences when needed, staff committees, PBIS meetings and discussions, Bully Buster/Kindness Club
- Needs: implement PBIS expectations schoolwide

Staff Quality, Recruitment & Retention--Certification/Qualification Data, Staff Effectiveness in Relation to Student Achievement, Staff Mobility/Stability, T-TESS Data, Special Program Qualification, Professional Development, Recruitment/Retention Strategies

- Strengths: Attendance incentives (massage drawing); staff development workshops encouraged, PLC data disaggregation, focused collaborative lesson planning during conference periods
- Needs: possible way to draw teachers to CueroHunt (Could we make a short recruitment video with teachers, students, etc. to highlight our schools, the town, etc.?)

Curriculum Instruction & Assessment--Standard-Based Curriculum and Resources/Materials, Scope & Sequence/Pacing Guides/Focus Documents, Instructional Delivery/High Yield Strategies, Collaborative Horizontal & Vertical Team Alignment, Common Benchmark Assessments, Lesson Delivery

- Strengths: Wealth of curricular materials available, ability to order materials needed for classroom instruction
- Needs: please bring back Reading Plus or an online program of equal quality to better prepare students to meet or exceed state standards, the ability to supplement curricular materials with teacher materials that extend the learning experience - i.e. Teachers Pay Teachers, etc.

Family & Community Involvement, Engagement--Family & Community Participation, Parent Volunteer Information, Community Services

- Strengths: weekly newsletter emailed, handouts sent home, counselor informational sessions for parents, Title 1 presentation for parents, social media happenings at Hunt, Grandparents Day, Thanksgiving Lunch, Honor Roll Breakfasts, Student Council sponsored Camel House food and hygiene drives, Student Council sponsored Pet Adoption drive, Magical Mondays, Career Day, Field Day, Christmas Singalong, 3rd grade students singing at Christmas in Downtown Cuero,
- Needs: parent involvement; teachers and staff willing to help with parental involvement events--some do so consistently and others not at all, could we reinstate the Watch D.O.G.S. program?,

School Organization--Schedule for Support Services (i.e., Counseling, Library, etc.), Program Support Services (i.e., After-School Programs, ExtraCurricular Activities, etc.), Master Schedule, Duty Roster, School Map & Physical Environment, Communication, Leadership

- Strengths: weekly newsletter from administration, social media illustrate happenings at Hunt, student and teacher expectations posted, clubs offered, Student Council, Bully Buster Club, Counselor slips to visit with the counselor, Character Strong awarded, grade level girl meetings with the counselor
- Needs: consistent teacher enforcement of hallway expectations, suggested change to bus room dismissal expectations to match car room dismissal: students should be required to stay at a level zero throughout bus dismissal so that announcements and bus numbers can be more easily heard, additionally this would lower the amount of behavior issues and make checking off busses more efficient, also having bus room students at a zero would be consistent with car line voice level, so that students will always know what to expect after school

Technology--Infrastructure/Networks, Hardware/Software, Classroom Tech Needs, Professional Development in Technology, Technology Policies/Procedures, Technology Programs, Technology Support

- Strengths: quick response for technology issues, access to myriad software resources, access to technology such as touch screen displays and document cameras, Chromebooks for students
- Needs: teacher computers that are more durable - My laptop is four years old and has keys that do not work, whereas I had my MacBook for seven years until it was not usable anymore, refresher on how to use the touch function of touchscreen displays - I think many teachers are unaware that this feature is available

Hunt Elementary Bullying Committee Meeting
Monday, September 3, 2024
Location: Hunt Elementary Conference Room
4:00-5:00 p.m.

1. Introduction of Members and Attendees
2. Bullying Committee Overview
 - **Role/Purpose:** Committee to address bullying by focusing on prevention, health and wellness; Require student instruction on building relationships and preventing bullying and cyberbullying; Include an emphasis on increasing student reporting of bullying incidents; including anonymous reporting
 - **Definition of Bullying:** Texas Education Code (TEC) §37.0832 identifies bullying as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct and that
 - has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - materially and substantially disrupts the educational process or the orderly operation of a classroom or school, or infringes on the rights of the victim at school.

Cyberbullying is bullying that involves the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
3. Establishment of Goals
4. Bully Buster Initiative Updates
5. Bullying Prevention Methods
 - Guidance Classes
 - Anti-Bullying Rally
 - Character Trait Affirmations (monthly)
 - Red Ribbon Week
 - Unity Day
6. Campus Event Suggestions/Recommendations
 - Bullying Education Classes for Parents
 - October-Bullying Prevention Month
7. Bullying Reports to date for the 2024-2025 School Year and outcomes
8. Bullying Reporting System
9. Q&A
10. Consider Adjournment

Title I Fall Meetings 2024

Hunt Elementary, Cuero ISD

Monday, September 30, 2024, 5:30-7:00 p.m.

Monday, October 7, 2024, 7:15-8:00 a.m.

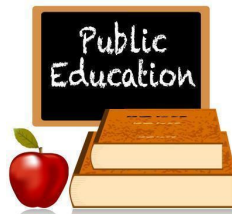
Hunt Elementary Library

Agenda

- Welcome
- Growing Up: What Do We Want for our Children?
- All About Title I
- Parental & Family Involvement Opportunities
 - WATCH DOG Program
 - School Events
 - Parent-Teacher Conferences
 - Academic Support
 - Communication
- Instructional Programs at Hunt Elementary
- School Safety Updates
- Question & Answer Session

Handouts:

- Parent & Family Engagement Policy
- Instructional Program Offerings



Hunt Elementary Cuero ISD

Family, Parent & Community Engagement Event

Fall 2024 Title I Meeting (1st Offering)

Hunt Elementary Library

Date: September 30, 2024

Sign-In Sheet

PRINT NAME (List Student Name if Applicable)	ROLE (Teacher, Para, Parent, etc.)	SIGNATURE
Sherril Sedlacek	Teacher	Sherril Sedlacek
Tory Little	Mother - parent	Tory Little
Jaidyn Gonzalez	mother	Erica Dango
Lou Barrera	parent	Monic Barrera
Logan Overby	parent	Becky Overby
Bridgette Lemmy	Principal	Bridgette Lemmy
Jolsie Stafford (Julia Stafford)	student parent	Julia Stafford
Jana Pullin	Para	Jana Pullin
Bonnie Coarza	Para	Bonnie Coarza

- AGENDA:**
- Title I Program Description/Overview
 - Parent & Family Handouts
 - Q&A
 - PTO & Volunteer Opportunities

Hunt Elementary School

PBIS

Hunt Large Conference Room

Date: September 17, 2024

Sign-In Sheet

PRINT NAME

ROLE

SIGNATURE

Kelli Cox

teacher

Kelli Cox

Katherine Scott

teacher

Katherine Scott

Melissa Pakebuse

teacher

Melissa Pakebuse

Lindsey Kuck

teacher

Lindsey Kuck

Nancy Ann Miller

counselor

Nancy Ann Miller

Jennifer Thompson

teacher

Jennifer Thompson

James McCarter

AP

James McCarter

Crystal Rice

Teacher

Crystal Rice

AGENDA:

- Positives
- Areas needing improvement
- Suggestions for improvement
- Next Steps

HUNT ELEMENTARY SCHOOL
School/Parent & Family/Student Partnership Pledge
2024-2025

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; Security Cameras
- **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**
- **Involve parents in decisions relating to the education of their children**
- **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; Newsletters

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**
- **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: _____

Hunt Elementary School

Parent and Family Engagement Plan

2024-2025

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 Breakfast
- 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 and volunteers

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
- Title I Parent Meetings/Transition Event

4. The Hunt Elementary school will coordinate and integrate 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 the 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 Faire
- Book Fair/Family Literacy Night
- Family Math 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, on how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents and families, and on 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

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/Bullying Committee
- 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 (Wednesdays)
- 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.

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, 2024 to June 30, 2025. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 19, 2023.

(Signature of Authorized Official)

(Date)




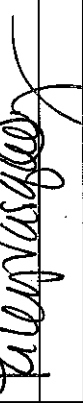
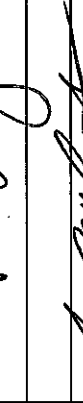
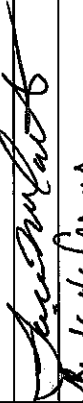




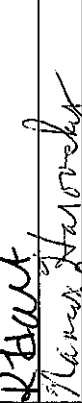
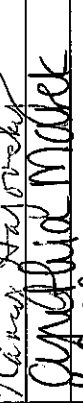
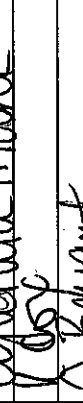
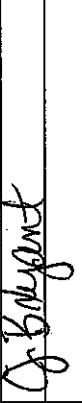



Hunt Elementary CPOC Meeting
Tuesday, September 10, 2024
Location: Hunt Elementary Conference Room
4:00-5:00 p.m.

1. Introduction of Members and Attendees
2. CPOC Overview
 - Role/Purpose: Establish and review the campuses' educational plans, goals, performance objectives and major classroom instructional programs.
 - Composition of CPOC: 2/3 Classroom Teachers, 1/3 Other campus level staff, parents, community representative(s), business representative(s)
 - Responsibilities of Campus Teachers/Staff Members: Provide input to CPOC Team; commit to two-way communication; support decisions once made; monitor student learning outcomes; maintain accountability for student achievement
 - Responsibilities of Parents/Business Representatives/Community Members: Serve as a liaison with community; represent school/district positively to community; support decisions once made; make a commitment to two-way communication; take an active role in explaining school mission/vision to community; model campus values and beliefs
3. Campus Improvement Plan
 - Goal 1: Improve Student Achievement
 - Goal 2: Safe and Optimal Environment
 - Goal 3: Parent/Family and Community Engagement
 - Goal 4: Recruit and Retain Highly Qualified Staff
 - Goal 5: Promote College and Career Readiness
4. Campus Needs Assessment/Survey Review from 2023-2024
5. ESF Audit Findings/Action Plan
6. Campus Program Updates
 - McGraw Hill (Science Curriculum)
 - After-School Tutorials
 - IXL (Reading, Math, Science)
7. Campus Award Ceremonies
 - Review Criteria/Suggestions for Improvement
8. Campus Event Suggestions
9. Recommendations to consider taking to Admin Team and/or DPOC:
 - Suggestions brought to CPOC Representatives (open forum)
10. Adjournment

Campus Performance Objectives Committee

Meeting Date: September 10, 2024 at 4:00 p.m.

Hunt Elementary Conference Room

Committee Role	Name	Position	Signature
Classroom Teacher	Katherine A. Scott	4th Grade Teacher	
Classroom Teacher	Deborah DeClements	Special Education Teacher	
Classroom Teacher	Sara Mayces	4th Grade Teacher	
Classroom Teacher	Kiley Vasquez	3rd Grade Teacher	
District-level Professional	Kimberly Fleener	Assistant Superintendent of C&I	
Parent	Julia Stafford	Parent	
Administrator	James McCarter	Assistant Principal	
Administrator	Bridgette Cerny	Principal	
Community Representative	Debbie Baker	Community Representative	
Business Representative	Kayla Pickett	Business Representative	
Classroom Teacher	Jayne Fortanas	3rd Grade Teacher	
Classroom Teacher	Sherri Sedlacek	5th Grade Teacher	
Classroom Teacher	Kendall Hart	2nd Grade Teacher	
Classroom Teacher	Nancy Hajovsky	5th Grade Teacher	
Classroom Teacher	Cynthia Marek	5th Grade Teacher	
Classroom Teacher	Kelli Cox	Student Support Teacher	
Classroom Teacher	Jenny Bryant	2nd Grade Teacher	
Classroom Teacher	Yadira Wade	2nd Grade Teacher	