

Cuero Independent School District



2025-2026 District Improvement Plan

Mission Statement

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

Vision

Cuero ISD is committed to providing educational opportunities for all our students to equip them to become lifelong learners and productive citizens.

Cuero ISD emphasizes the 21st Century 4Cs – critical thinking, communication, collaboration, and creativity.

Value Statement

"Committed to Excellence"

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Comprehensive Needs Assessment



Priority Problem Statements

Problem Statement

Root Cause

1
★

2nd grade students are entering Hunt Elementary well below grade level in core subjects, particularly reading.

Inconsistent implementation of RLA TEKS across grade levels; need to increase students' phonics and early reading proficiency in grades K-1.

2
★

51.48 % of students are identified as economically disadvantaged which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning.

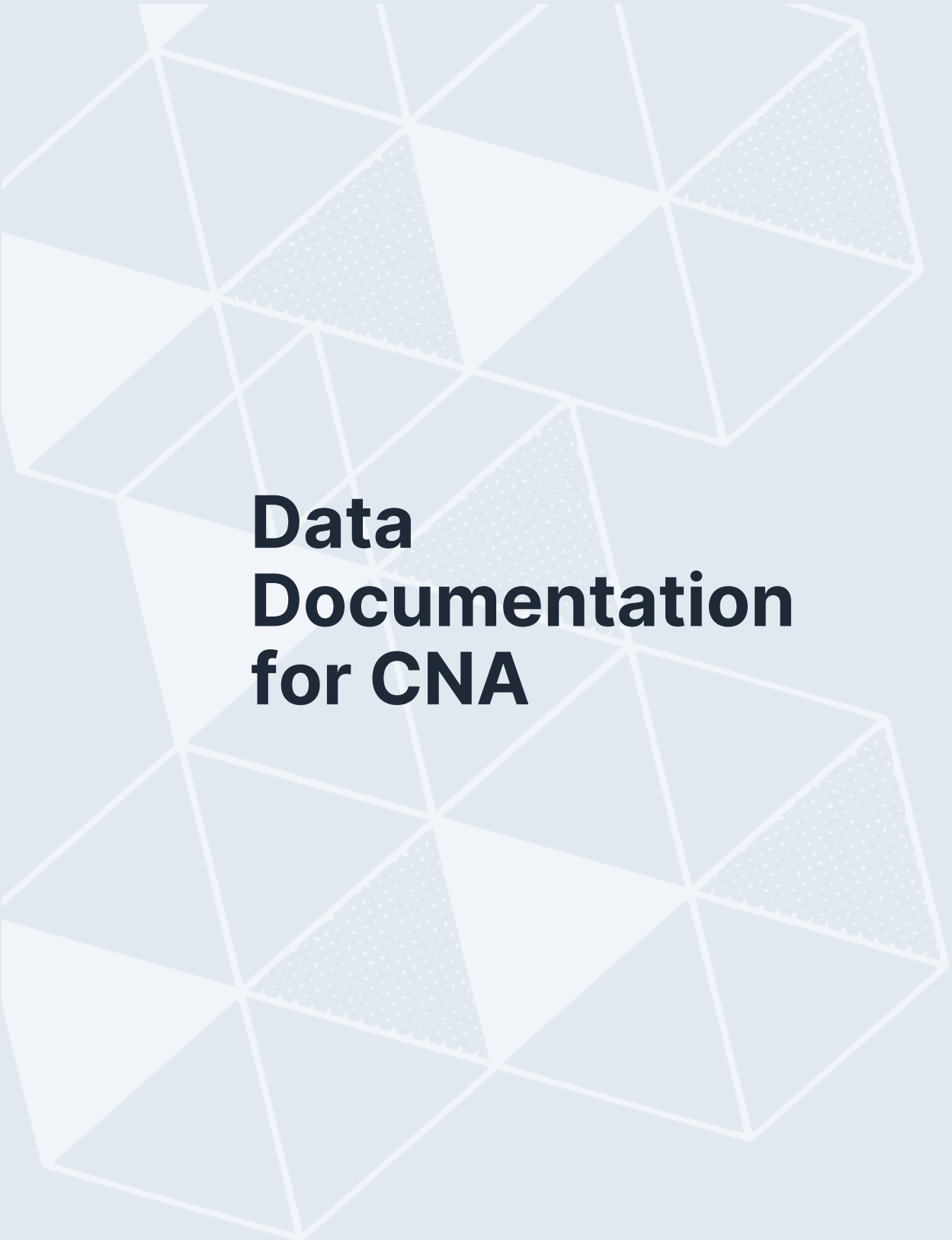
Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

3
★

2024 STAAR data reveals that Special Education students score below other student groups in RLA (Reading/Language Arts), mathematics, science, and social studies.

Slow (due to long timelines) and inconsistent support at times with accommodations, acceleration and interventions for Special Education students.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data

- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee 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
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Parent engagement rate



Community surveys and/or other feedback



Goals

Goal 1

Improve Student Achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

Performance Objective 1 High Priority HB3 Goal

Cuero ISD will utilize the state Bluebonnet Curriculum for grades K-5 RLA (Reading/Language Arts) and K-8 math. The TEKS Resource System will continue to be used as a curriculum management tool for all other grade levels and subjects.

Evaluation Data Source: TEKS Resource System logins
Lesson Plans (for courses other than those addressed by Bluebonnet because PLCs for internalization of lessons are conducted weekly).

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PO1

Strategy 1

Cuero ISD curriculum will include the Instructional Focus Documents, Year at a Glance, and Vertical Alignment Documents.

Strategy's Expected Result/Impact: JCF and Hunt will align BOY, MOY, and EOY assessment dates in RLA and math.
JH and HS will use benchmark testing in core subjects to ensure proper reteach and mastery are met.

Staff Responsible for Monitoring: Principals

Funding Sources: Title II, Part A, , General Funds,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Fundamental 5 and Teach Like a Champion strategies will be utilized and documented in lesson plans. Texas Instructional Leadership (TIL) Data-Driven Instruction (DDI) will assist in this process.

Strategy's Expected Result/Impact: Increase in student engagement and student performance

Staff Responsible for Monitoring: Principals

Funding Sources: Title II, Part A, , Region 3 ESC Consulting Services - TIL DDI General Funds, 6239, \$14,000

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2 High Priority HB3 Goal

Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement.

Evaluation Data Source: Lesson Plans
Unit Assessments/Benchmarks
STAAR scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PO2

Strategy 1

Students will take a unit test at least once per 6 weeks in core areas. Data will be monitored through the DMAC system and interventions provided for low performing students.

Strategy's Expected Result/Impact: Increase in achievement on:
Unit Assessments
STAAR Results

Staff Responsible for Monitoring: Principals
Assistant principals
Instructional coaches
Interventionists

Funding Sources: General Funds, , Title II, Part A,

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Teachers will develop lesson plans with complexity to improve the academic rigor of instruction.

Strategy's Expected Result/Impact: Increase in unit assessments and state scores.

Staff Responsible for Monitoring: Principals
Instructional Coaches

Funding Sources: General Funds,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3

Campuses will utilize a variety of data sources to measure student growth such as mClass, DRA, Unit Assessments, state assessments

Strategy's Expected Result/Impact: Increase in student growth on state assessments.

Staff Responsible for Monitoring: Principals

Assistant principals

Instructional Coaches

Interventionists

Funding Sources: Title I, Part A, , Title II, Part A, , General Funds, , Title V, Part B,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

Increase integration of technology in classroom instruction - document in lesson plans.

Continued ongoing training in integration of technology and online resources in instruction.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Teachers

Principals

Campus technologists

District technology

Funding Sources: Title I, Part A, , Title II, Part A,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 5

Screen, identify, and serve GT students; address the needs of gifted and high achieving students through GT (grades K-5), Honors, AP, and dual credit offerings;

Increase rigor in course content and encourage increase in student participation in honors, AP, dual credit, and credit by exam.

Strategy's Expected Result/Impact: Increase in student achievement in meets and masters in STAAR and STAAR EOC

Staff Responsible for Monitoring: GT, Honors, and AP teachers
Instructional Coaches
Assistant principals
Principals

Funding Sources: General Funds, , Gifted/Talented,

Formative Reviews

Moderate Progress	Moderate Progress	Accomplished	Continue/Modify
November	January	March	June

Performance Objective 3

Increase in phonemic awareness and reading levels by the time students enter grade 2.

Evaluation Data Source: As reflected in mClass

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with the Bluebonnet curriculum in grades K-5 RLA for vertical alignment

Strategy 1

Monitor consistent use of ELAR Fountas & Pinnell for K-1, Really Great Reading for phonics in K-2 and Pearson(SAAVAS) for grades 2-8

Strategy's Expected Result/Impact: Increase in reading achievement

Staff Responsible for Monitoring: Instructional Coaches
Principals
Deputy Superintendent

Funding Sources: Title I, Part A, , Title II, Part A, , General Funds,

Formative Reviews

Discontinue	Discontinue	Discontinue	Discontinue
November	January	March	June

Strategy 2

Monitor reading benchmark results, phonics assessments, DRA, fluency, and mClass

Strategy's Expected Result/Impact: Increase in reading achievement

Staff Responsible for Monitoring: Deputy Superintendent
Principals

Funding Sources: General Funds, , Title II, Part A,

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 4

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

Evaluation Data Source: Unit Tests, STAAR Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to work to close the gaps

Strategy 1

Regular and special ed will consult on intervention strategies to increase student achievement and attendance

Utilize Content Mastery/Learning Lab for additional student support

Strategy's Expected Result/Impact: Increase in special ed student achievement

Staff Responsible for Monitoring: Interventionists
Principals
Deputy Superintendent

Funding Sources: Title I, Part A, , General Funds, , Title II, Part A, , IDEA B Special Education,

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]

Utilize campus interventionists for support to meet the needs of students requiring additional support through Response through Intervention process

Continue to train,utilize and monitor Response to Intervention (RTI) on campuses to promote early intervention, collaboration of student support teams, document in Success Ed system

Monitor the universal screening and progress monitoring and delivery of intervention at

campuses

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: Principals

Interventionists

Instructional Coaches

Deputy Superintendent

Funding Sources: Title I, Part A,

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 3

Differentiate instruction, and address special education, 504, ESL/EL, GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics. Utilize the Dyslexia Intervention Program for dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: District Dyslexia Teachers

Instructional Coaches

Counselors

Principals

Deputy Superintendent

Funding Sources: Title II, Part A, , Title I, Part A, , General Funds, , IDEA B Special Education,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

Improve and increase student performance, differentiate instruction, and address special education, 504, Emergent bilingual (formerly EL) , GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Counselors

ESL Teachers

Interventionists

General Education teachers

Special Education teachers

CTE and advanced academic teachers

Principals

Deputy Superintendent

Funding Sources: Title II, Part A, , General Funds, , Career/Technology Education,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 5

Address the needs of students with Limited English Proficiency of emergent bilingual students through coordination with ESC 3, participation in Region 3 Title III SSA, ESL certified teachers, utilize Rosetta Stone English, sheltered instruction, and ELPS.
Support additional elementary and secondary teachers obtaining certification as ESL at all grade levels.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: Principals
Deputy Superintendent

Funding Sources: Title I, Part A, , Title III, Part A - LEP (SSA),

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 6

Screen, test, identify, and provide instruction for dyslexic students
Provide training in dyslexia
Use district dyslexia teachers to assess students for dyslexia, instruct students in dyslexia class, monitor exited students, and to participate in 504 meetings. Use multisensory program for dyslexia instruction.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: District Dyslexia Teachers
LSSP and Diagnosticians
Special Education Director
Deputy Superintendent

Funding Sources: General Funds, \$65,000

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 7

Enhance dropout prevention; use credit recovery programs and resources available for students lacking credits and in danger of dropping out and provide flexible scheduling.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: CR Teacher(s) and SWAS Teachers
Principals
Deputy Superintendent

Funding Sources: Title V, Part B, , General Funds, , Title I, Part A,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 8

Provide extended day opportunities (before and after school) and Saturday school to accelerate learning in accordance with HB 4545 and HB 1416 (changes to Accelerated Instruction).

Provide in town transportation for after and Saturday school tutoring students.

Provide extended year opportunities to accelerate learning.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Principals
Deputy Superintendent

Funding Sources: TCLAS - Texas COVID Learning Acceleration Supports, , Title I, Part A, \$37,401

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 9

Support early childhood education with full day Pre-K for eligible children.

Strategy's Expected Result/Impact: Increase in early learning opportunities

Staff Responsible for Monitoring: Principal

Funding Sources: Title I, Part A, \$100,000

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Performance Objective 5

Maintain or increase CTE offerings by ensuring that all pathways offer courses on all levels so that students can be completers and are eligible to receive their certification or license.

Evaluation Data Source: CCMR rates

Counselors

Principal

Deputy Superintendent

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to offer as many CTE pathways as possible

Strategy 1

Ensure that those making the master schedules at secondary are educated and working together to ensure that courses needed to complete pathways are accessible to all students.

Strategy's Expected Result/Impact: Increased CCMR readiness

Staff Responsible for Monitoring: Counselors

Principals

Deputy Superintendent

Funding Sources: General Funds,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 2

Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

Performance Objective 1

District will provide all state mandated required training.

Evaluation Data Source: Discipline reports; bullying reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PO1

Strategy 1

Campus & district admin and counselors will be active in the identification of bullying and harassment on each campus

Strategy's Expected Result/Impact: Decrease in bullying reports

Staff Responsible for Monitoring: Principals, Counselors, Deputy Superintendent

Funding Sources: Title IV, Part A SSAEP, , General Funds,

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Teachers will be trained to recognize the signs of bullying, harassment, abuse and suicide and know how to respond to student needs. Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]

Anonymous Alert will be used.

FFI Legal

FFI Local

Staff Responsible for Monitoring: Principals, counselors, district nurse

Suicide prevention team

Asst. Supt. of C&I

Formative Reviews



Accomplished



Accomplished



Accomplished



Continue/Modify

Strategy 3

Provide training on and promote and support programs and activities for character education, conflict resolution programs [TEC 11.252(3)(B)(ii)] student physical, social, and emotional wellness, anti-bullying, bullying, harassment, suicide prevention, sex education, safety and wellness, and Dating violence [TEC 37.0831]

Utilize bullying reporting and investigation procedures.

Purchase and utilize Alert Now for anonymous reporting.

Strategy's Expected Result/Impact: Decrease in reports of bullying and harassment.
Increase in attendance.

Staff Responsible for Monitoring: Principals, Counselors, District Nurse, Deputy Superintendent

Funding Sources: Title IV, Part A SSAEP, \$29,002

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 4

Contract with and utilize Nixon-Smiley ISD for alternative ed (DAEP) with placements based on district and state guidelines

Strategy's Expected Result/Impact: Improvement in behavior and student achievement

Staff Responsible for Monitoring: Principals

Funding Sources: State Compensatory Education, \$90,000

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 5

Continue to contract with Cuero Police Department and utilize School Resource Officers (SROs) for education and student safety
2 SROs - 1 at Jr. High and 1 at HS

Strategy's Expected Result/Impact: Increased school safety
Reduction in discipline

Staff Responsible for Monitoring: Principals
SROs

Funding Sources: Dept. of Justice COPS SVPP Grant, , School Safety & Security Grant, , General Funds,

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 6

Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy

Strategy's Expected Result/Impact: Increased attendance
Increase in achievement

Staff Responsible for Monitoring: Principals
Student Services
Deputy Superintendent

Funding Sources: General Funds,

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 2

District will promote teacher, staff, and student safety and wellness.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue PO2

Strategy 1

Promote and enhance SHAC Committee for emphasis on student wellness/health & nutrition
Increase # of parents participating
Continue to use student participation at SHAC Meetings Continue to promote Catch curriculum and wellness at campuses

Strategy's Expected Result/Impact: Increase in attendance

Staff Responsible for Monitoring: District Nurse
Principals
Counselors
Deputy Superintendent

Funding Sources: General Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Promote comprehensive wellness program sensitive to student/staff diversity

Strategy's Expected Result/Impact: Increase in attendance

Staff Responsible for Monitoring: District Nurse

Principals

Counselors

Deputy Superintendent

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3

Update Raptor System

Strategy's Expected Result/Impact: Increased Safety

Staff Responsible for Monitoring: Tech Director

Instructional Technologist

Funding Sources: General Funds, \$2,625

Formative Reviews



Discontinue

November



Discontinue

January



Discontinue

March



Continue/Modify

June

Strategy 4

Promote and implement the Sandy Hook Say Something Program. School resource officers will train students in secondary schools.

Funding Sources: Dept. of Justice COPS SVPP Grant, , School Safety Allotment,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 5

Hire two Licensed Professional Counselors (LPCs) and one School Climate Specialist to address and student and staff mental health; one to serve the elementary campuses and one to serve at the secondary level.

Strategy's Expected Result/Impact: Student and staff wellness

Staff Responsible for Monitoring: Deputy Superintendent
Principals

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Discontinue

June

Performance Objective 3

Enhance and improve the safety and security of campus main entrance; window & glass security film installation and bullet resistant glass to increase emergency response time.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue until complete

Performance Objective 4

To fulfill its mission of creating a positive safe school climate and culture, Cuero ISD has established a District safety and security committee. The safety and security committee is established under the direction of Texas Education Code (TEC) 37.109.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue PO 4

Strategy 1

Safety and Security meet and address needs.

Strategy's Expected Result/Impact: Security and safety needs will be met.

Staff Responsible for Monitoring: Director of Special Programs

Funding Sources: Dept. of Justice COPS SVPP Grant, , General Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 5

In accordance with Senate Bill 11 and to enhance the safety and security of all campuses, every classroom in the district has access to contact emergency services (911) directly.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Keep in place and repair any that do not function

Performance Objective 6

Establish a threat assessment and safe and supportive school team to serve at each campus to help prevent school violence; members appointed to each team will have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PO 6

Performance Objective 7

Promote safe and healthy environments for students and to prevent and deter the use of vaping devices. Vape detectors installed and monitored in high traffic areas.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PO 7

Goal 3

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

Performance Objective 1

Strengthen home, school, community relations, involvement, and communication

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with endeavors

Strategy 1

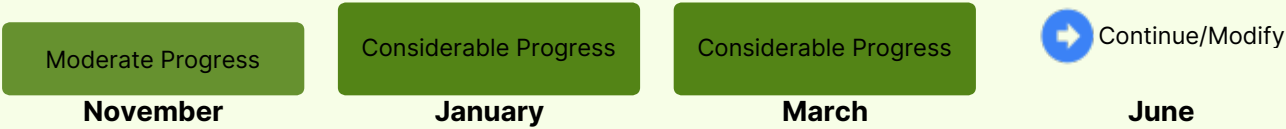
Utilize Student Support Services, parental liaisons, counselors, and agencies like MidCoast and Gulf bend for student & family support; for dissemination of activities; provide transportation

Strategy's Expected Result/Impact: Increase in parent involvement

Staff Responsible for Monitoring: Principals
Student Services

Funding Sources: Title I, Part A, \$45,000, General Funds,

Formative Reviews



Strategy 2

Support active campus parent/teacher organizations; provide opportunities for parental involvement and training; provide access to school programs and social services and to integrate community involvement

Strategy's Expected Result/Impact: Improved attendance
Increased achievement

Staff Responsible for Monitoring: Principals
Deputy Superintendent

Funding Sources: Title I, Part A, \$8,000

Formative Reviews



Strategy 3

Support and monitor report card conferences with parents; completion of parent/teacher/student compacts; monitor contact logs for parent contact

Support Title Parent Meetings on Title I campuses

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principals
Deputy Superintendent

Funding Sources: Title I, Part A, \$2,500

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

Support Early Learning Activities for age birth to 4 year old with parents and children

Strategy's Expected Result/Impact: Increase in parent and family involvement
Increase in early math, reading, and social skills for young children

Staff Responsible for Monitoring: Deputy Superintendent
Student Services

Funding Sources: Title I, Part A, \$5,000

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 5

Support parent, family, and community engagement of emergent bilingual students by implementing the Latino Family Literacy Project. Dual language books, vocabulary sheets, and reading tips will be provided to help build a strong reading foundation.

Strategy's Expected Result/Impact: Increase in parent, family and community engagement of emergent bilingual population.

Staff Responsible for Monitoring: Deputy Superintendent
Special Programs Director

Funding Sources: Title I, Part A, , Title III, Part A - LEP (SSA),

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 4

Recruit and Retain Highly Qualified Staff: Positions in Cuero ISD will be filled by highly qualified (certified) teachers and staff.

Performance Objective 1

Cuero ISD will attract and retain highly effective teachers.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with current endeavors

Strategy 1

Conduct recruitment activities such as participation in job fairs, positing vacancies in multiple site/organizations to ensure highly qualified personnel in all positions.

Strategy's Expected Result/Impact: Highly qualified teachers

Staff Responsible for Monitoring: District administration
Campus principals

Funding Sources: General Funds,

Formative Reviews

No Progress
November

Some Progress
January

Moderate Progress
March

 Continue/Modify
June

Strategy 2

Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status

Strategy's Expected Result/Impact: Highly qualified teachers

Staff Responsible for Monitoring: District administration

Formative Reviews

Moderate Progress
November

Considerable Progress
January

Considerable Progress
March

 Continue/Modify
June

Strategy 3

Teachers will have time to meet and plan in professional learning (PLCs) during the school day

and after school.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principals
Deputy Superintendent

Funding Sources: Title II, Part A,

Formative Reviews



Goal 5 Promote College and Career Readiness.

Performance Objective 1

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to address

Strategy 1

Provide instruction in
NCCER Core
Microsoft Word, Excel, Adobe
CNA
Auto Mechanics
Cosmetology

Strategy's Expected Result/Impact: Industry certifications earned

Staff Responsible for Monitoring: Principal
CTE Teachers
Lead Counselor
Deputy Superintendent

Funding Sources: Carl Perkins Act (SSA), , Career/Technology Education,

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 2

Promote and support college and career days

Evaluation Data Source: Trips taken
Events held

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue these offerings

Strategy 1

Support College Visits for students

Strategy's Expected Result/Impact: Increase college and career awareness.

Staff Responsible for Monitoring: Principals

Counselors

Deputy Superintendent

Funding Sources: Title IV, Part A SSAEP, , Title V, Part B,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Support campus college and career days

Strategy's Expected Result/Impact: Increased knowledge of and interest in careers and college

Staff Responsible for Monitoring: Principals

Counselors

Deputy Superintendent

Funding Sources: Title IV, Part A SSAEP, \$8,000

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$887,563.00

Total FTEs Funded by SCE: 2.92

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 District Improvement Plan

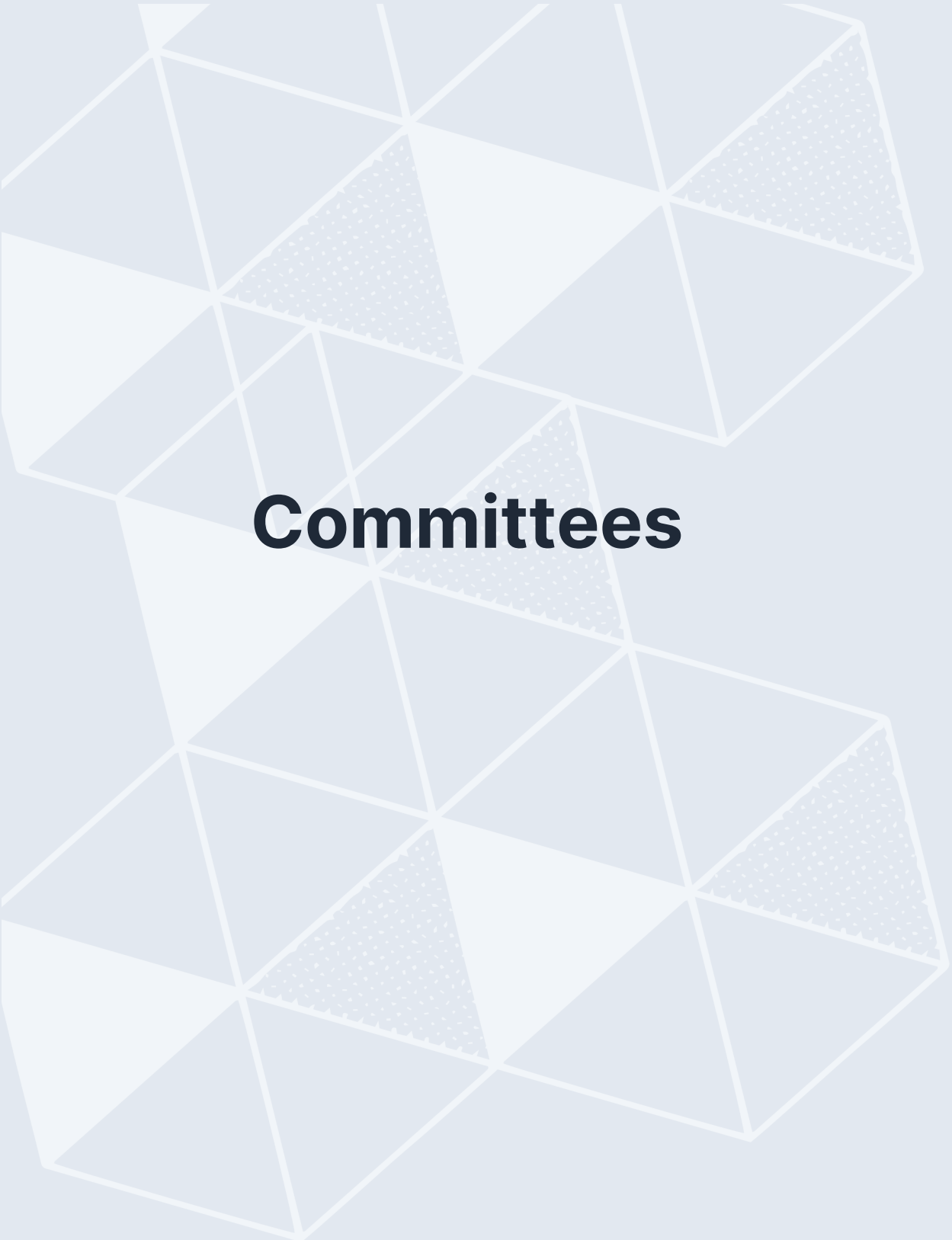
Name	Position	FTE
Kristine Pickett	Teacher	0.42
Marie Rangnow	Teacher	0.5
Mary Arnold	Paraprofessional	1
Susan Edwards	Paraprofessional	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amy Arroyo	Instructional Coach	Core Subjects	1
Debra Mills	Math Interventionist	Math	1
Jessica Wyatt	Instructional Coach	RLA	1
Kelly Winkler	Rtl-MTSS	RLA	1
Martha Martinez	Paraprofessional	Early Childhood	0.5
Susan Moore	Instructional Coach	Math	1
Venus Hardin	Math Interventionist	Math	0.25



Committees

Committees

DPOC

Meeting Logs

Date	Location	Sign In Sheet	Notes
March 5, 2026 @ 4:15 PM	Cuero ISD Boardroom	--	DPOC Notes March 5, 2026.pdf
October 8, 2025 @ 4:30 PM	Cuero ISD Boardroom	DPOC SignIn Sheet for Oct. 8, 2025.pdf	DPOC 10.8.25.pdf

Members

First Name	Last Name	Position	Committee Role
Alexis	Cooper	Teacher	Classroom Teacher
Lisa	Wright	Community Representative	Community Representative
Chrisie	Guajardo	Business Representative	Business Representative
Sally	Leinen	Teacher	Classroom Teacher
Reagan	Jimenez	Teacher	Classroom Teacher
Kassie	Rath	Business Representative	Business Representative
Candace	Williamson	Community Representative	Community Representative
Paige	Baros	Teacher	Classroom Teacher
Sommer	Beebe	Teacher	Classroom Teacher
Jon	Gregory	Teacher	Classroom Teacher
Sammie	Richardson	Teacher	Classroom Teacher
Matthew	Botello	Teacher	Classroom Teacher
Mary	Harris	Teacher	Classroom Teacher
Jessica	Wyatt	Teacher	Classroom Teacher
Jennifer	Saenz	Teacher	Classroom Teacher
Sephra	Barron	Parent Representative	Parent
Monica	Gamez	Parent Representative	Parent
Slone	Blackwell	Teacher	Classroom Teacher

Krystle	Keller	Teacher	Classroom Teacher
Kelli	Cox	Teacher	Classroom Teacher
Christi	Fuchs	Teacher	Classroom Teacher
Misty	Mitchell	John C. French Elementary Principal	Administrator
Bridgette	Cerny	Hunt Elementary Principal	Administrator
Jaime	Dyer	Junior High School Principal	Administrator
Adam	Arredondo	High School Principal	Administrator
Micah	Dyer	Superintendent	Advisory
Kim	Fleener	Deputy Superintendent	Advisor



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

Career/Technology Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4		--	\$0.00
5	1	1		--	\$0.00
Sub-Total					\$0.00

Carl Perkins Act (SSA)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	\$0.00
Sub-Total					\$0.00

General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2	Region 3 ESC Consulting Services - TIL DDI	6239	\$14,000.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	2	5		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	4	1		--	\$0.00
1	4	3		--	\$0.00
1	4	4		--	\$0.00
1	4	6		--	\$65,000.00
1	4	7		--	\$0.00
1	5	1		--	\$0.00
2	1	1		--	\$0.00
2	1	5		--	\$0.00
2	1	6		--	\$0.00
2	2	1		--	\$0.00
2	2	3		--	\$2,625.00
2	4	1		--	\$0.00
3	1	1		--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$81,625.00

Gifted/Talented

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

IDEA B Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		--	\$0.00
1	4	3		--	\$0.00
Sub-Total					\$0.00

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	\$90,000.00
Sub-Total					\$90,000.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	4	3		--	\$0.00
1	4	5		--	\$0.00
1	4	7		--	\$0.00
1	4	8		--	\$37,401.00
1	4	9		--	\$100,000.00
3	1	1		--	\$45,000.00
3	1	2		--	\$8,000.00
3	1	3		--	\$2,500.00
3	1	4		--	\$5,000.00
3	1	5		--	\$0.00
				Sub-Total	\$197,901.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	2	1		--	\$0.00
1	2	3		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	4	1		--	\$0.00
1	4	3		--	\$0.00
1	4	4		--	\$0.00
4	1	3		--	\$0.00
Sub-Total					\$0.00

Title III, Part A - LEP (SSA)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5		--	\$0.00
3	1	5		--	\$0.00
Sub-Total					\$0.00

Title IV, Part A SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	3		--	\$29,002.00
5	2	1		--	\$0.00
5	2	2		--	\$8,000.00
Sub-Total					\$37,002.00

Title V, Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		--	\$0.00
1	4	7		--	\$0.00
5	2	1		--	\$0.00
Sub-Total					\$0.00

School Safety & Security Grant

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

School Safety Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4		--	\$0.00
Sub-Total					\$0.00

Dept. of Justice COPS SVPP Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5		--	\$0.00
2	2	4		--	\$0.00
2	4	1		--	\$0.00
Sub-Total					\$0.00

TCLAS - Texas COVID Learning Acceleration Supports

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8		--	\$0.00
Sub-Total					\$0.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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