

Cuero Independent School District



Cuero High School

Accountability Rating: B

2025-2026 Campus Improvement Plan

Board Approval Date:
October 20, 2025

Mission Statement

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

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

Vision

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

Value Statement

Committed to Excellence.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	6
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Family and Community Engagement	14
School Organization	15
Technology	17
Data Documentation for CNA	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	21
Student Data: Behavior and Other Indicators	21
Employee Data	22
Parent/Community Data	22
Support Systems and Other Data	22
Goals	24
Goal 1 : Improve Student Achievement	25
Goal 2 : Provide a Safe and Optimal Environment	29
Goal 3 : Promote Parent/Family and Community Engagement	31
Goal 4 : Recruit and Retain Highly Qualified Staff	32
Goal 5 : Promote College and Career Readiness.	33
State Compensatory Education	35
Budget for Cuero High School	36
Personnel for Cuero High School	36
Committees	37
Site Based Decision Making Committee	38
Meeting Logs	38
Members	38
Policies, Procedures, and Requirements	39
Addendums	41



Comprehensive Needs Assessment

Demographics

Summary

Cuero High School is the only 9th through 12th grade campus in the Cuero Independent School District and as the flagship campus, it is very important to the life of the community and the district. The school has a long tradition of academic, athletic, and fine arts successes, and community members are strong supporters of our students and our programs. Most of our students, and many of our teachers, come from families who have deep roots in Cuero and the surrounding area. Many students who graduate from Cuero later return to the community to raise their own families. Cuero High School generates a deep sense of pride in all who have walked its halls, and the staff, students, and parents remain committed to its continued growth and success.

At the end of the 2024-2025 school year enrollment was **617 Students**. At the end of the 2023-2024 school year enrollment was at 617 students. At the end of the 2022-23 school year, Cuero High School had an enrollment of 619 students, so maintaining growth through the end of the school year has been minimal. The 2024-2025 student population was 3.9% ELs, 0.94% homeless, 49.77% economically disadvantaged, 47.11% at-risk, and 5.93% GT. CHS serves the GT population through advanced (honors/AP) classes and dual-credit/dual-enrollment classes through several different venues as well as offers the SWAS (School Within a School) program to at-risk students.

At the start of the 25-26 school year our enrollment was 590. At the start of the 2024-2025 school year our enrollment was 664 students.

CHS currently has a Principal and two Assistant Principals, who are highly qualified under TEA and TTESS standards. There are currently 55 teaching staff on the CHS roster. 24-25 reporting data shows 54 teachers (decrease from 23-24), 12 educational aides, and 5 administrative support.

Strengths

The diversity of our student body is a tremendous strength of our school. Students who attend CHS are able to engage with students who represent the diverse individuals they will experience out in the real world. The diversity of our staff is also an advantage, as our students have opportunities to learn how to communicate with teachers and coaches from unique backgrounds, ethnicities, and world experiences.

Student Achievement

Summary

Accountability - CHS earned a "B" rating under the accountability system for 2024-2025 and a "B" rating in 2023-2024.

STAAR EOC Results

2024 - 2025

Test	Approaches	Meets	Masters	Did Not Meet
English I	71%	63%	16%	21%
English II	71%	65%	6%	29%
Algebra I	85%	61%	24%	15%
Biology	91%	67%	24%	9%
U.S. History	96%	59%	37%	4%

STAAR/EOC Results - Students took STAAR end-of-course exams in Algebra I, Biology, English I, English II, and US History. Those who have previously been unsuccessful took any failed tests again. The Spring 2023 STAAR Performance results released by TEA shown below:

English Language Arts: 74% (2024) 79% (2023) and 68% (2022)

Math: 84% (2024) 87% (2023) and 78% (2022)

Science: 97% (2024) 92% (2023) and 94% (2022)

Social Studies: 99% (2024) 99% (2023) and 91% (2022)

College and Career Readiness (2023-2024) - 32 out of the 135 graduating seniors showed college readiness in both ELAR & Math. They showed this through either SAT scores, TSI, or a combination of both. 54 total students took the SAT. 43 of these students tested during the SAT school day offered at CHS. 60% of those testers met the reading college readiness standard and 21% met math college readiness standard. Only 21% met both the reading and math college readiness standards. 15% of Hispanic students met both the reading and math college readiness standards (55% met reading/15% math/45% met none). 24% of Caucasian students met both the reading and math college readiness standards (68% reading/24% math/32% met none).

TSI (2023-24 vs. 2022-2023)

51 students tested in ELAR-12 showed college readiness vs. 90 students tested in ELAR-24 students showed college readiness

56 students tested in Math-30 showed college readiness vs. 81 students tested in MATH-30 students

showed college readiness

Strengths

A significant strength in the area of student achievement is the commitment of staff at CHS. CHS is committed to high-quality instruction and to setting high standards in the classroom while implementing the Fundamental 5 and Teach Like a Champion. In addition, the campus provides a strong safety net to help students succeed, including daily tutorials with certified teachers, Saturday School opportunities with highly certified teachers, and a grading policy that encourages students to demonstrate learning. This structure is supplemented with a strong credit recovery program and a school within a school program designed to provide a quality education for non-traditional students.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Teachers throughout the campus are being under-utilized for collaborative data disaggregation for the campus as a whole and for their individual departments, which limits our ability to effectively implement instructional strategies and effectively utilize resources to meet the needs of students.	Time and only one shared instructional coach who specializes in Math.
2	Sporadic student attendance and poor attendance or withdrawing to homeschool have led to large gaps in understanding for students.	Parents are often unable to help their student with technology needs and online "homeschool" is frequently not successful.
3	A small percentage of students have the largest percentage of disciplinary infractions. These same students also struggle academically. The combination of behavioral and academic struggles compound the possibility of a student dropping out as well as the possibility that other students will be negatively impacted.	Student disengagement and apathy, lack of support at home, teachers being unable to foster relationships with students.
4	There is a continued need to embed EOC preparation intervention courses into the master schedule.	Some students require greater assistance that only an in-person instructor can provide and/or student is unable to attend before or after school tutorials to get the help they need.

★ = Priority

School Culture and Climate

Summary

Discipline

Referrals at CHS during the **24-25** year totaled **2003**

Freshmen received the majority of the referrals last year. Tardies were the largest infraction. Males received more referrals than females at more than 2 to 1.

The rest of the referrals were spread fairly evenly through various student behaviors such as dress code, cell phone use, defiance, computer violations, and class disruptions. A huge concern this year continues to be vaping in general, especially vaping on campus, including the use of THC products in the vape pens and student destruction of vape detectors installed in restrooms as a preventative measure. A deterrent is needed to stop this epidemic. The school plans to continue presentations to warn about the dangers of vaping by offering informational speakers throughout the year.

A comparison of referrals by teacher indicates that a small number of teachers generate the majority of referrals. In addition, a substantial portion of referrals are considered classroom management issues that best practice shows should be handled at the classroom level by the teacher. Teachers were provided with a rubric this year for reference so that the proper steps are taken prior to writing a referral, including parent contact in most cases.

Student Involvement - Student groups active on campus are numerous and include:

- Anchor Club
- Automotive Club
- FCA (Fellowship of Christian Athletes)
- FFA (Future Farmers of America)
- Competitive groups including UIL
- National Honor Society
- Student Council
- Robotics

We also have two cheer squads and a drill team (Trotters). Both groups compete competitively. In addition band, choir, robotics, and theatre are growing and experience success in UIL.

Strengths

The campus is a positive environment. Staff report they feel the year started off smoothly and are willing to take creative approaches to problems. The staff works hard to support our students and show support of their academic and extracurricular endeavors.

Dating violence as defined by Section 71.0021 of the Family Code is not tolerated in Cuero ISD schools. Reporting procedures include immediate notification of a alleged student-victim's parents; addresses enforcement of protective orders and school-based alternatives; training for teachers and administrators at campuses with 6th grade students or higher; counseling for affected students; and awareness education for students and parents.

Staff Quality, Recruitment, and Retention

Summary

New staff to join campus this year include a IPC teacher, half day Biology teacher, and a half day English teacher. At this time, CHS is in need of a math teacher. Elevate K12 is being utilized right now for IPC and a full time paraprofessional was hired to oversee this in the classroom.

CHS had an 85% retention rate of staff members for the 2024 - 2025 school year. There is a need for dual credit teachers who have at least 18 college hours in their field as well as an overall need for teachers in all core subjects in general. Principals actively recruit at university and other job fairs to find the best possible candidates for teaching positions. Some job fairs throughout 2024-2025 were virtual making it difficult for principals in rural areas to compete with large, high-paying districts.

Strengths

Staff that join the district are able to get support from their campus administrators and from the Deputy Superintendent. Many quickly adapt to Cuero culture and embrace the traditions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 EOC assessment data indicates significant disparities between students labeled economically disadvantaged and/or at-risk in all tested areas except Biology, as compared to other student groups. The data is trending in a positive manner.	CJH teacher turnover, and lack of consistency in the core curriculum, for grades 6-8.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

TEKS Resource is one component of our curriculum plan, in addition to textbooks and other publisher resources. Teachers are able to rely on it as a means of instruction or as a supplementary resource. CHS is adopting Teach Like a Champion strategies and use common assessments in the main academic areas. To ensure that teachers are focusing their instruction on readiness and supporting standards, and to ensure that curriculum is being utilized to support new state standards, the teachers will submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking. The administrative staff will conduct numerous walkthroughs throughout the year and share that data with teachers so that they can make adjustments as necessary. In addition, CHS will use materials acquired from Lead4Ward, Region 3, and the state for teacher training and teacher leadership as we continue to reach the standards set for STAAR and the new accountability system. All classrooms will be evaluated in terms of needs throughout the year so that resources can be purchased and/or planned for.

Benchmarks have been used in the past to indicate readiness for STAAR EOCs. Specific curriculum and instructional programs that we will utilize to provide an additional resource for EOC success are: Edgenuity, Formative, Lowman, and IXL.

There are common assessments in Math and common warm-ups/Exit tickets in Math classes.

The district is moving to a data driven instruction model.

Strengths

CHS offers a wide array of courses for students to challenge themselves including AP courses, Dual Credit courses through VC, Dual Enrollment courses through UT OnRamps, and Honors/Pre-AP courses. Some years ago, CHS partnered with the Mid-Coast Construction Academy to offer Plumbing, Electrical courses, and HVAC courses as an addition to our many CTE programs of study.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 CHS needs to continue to recruit and then retain staff equipped to challenge our highest achieving students in advanced classes.	In many areas, only one staff member is able to teach these courses and teaches multiple preparations within the school day. If one or more would relocate or retire, our programs of study or college course selection would diminish or need to change drastically as compared to what students are used to and could affect program completion.
2 Lesson plans used by teachers lack a clear structure for communicating the learning and for maintaining fidelity and alignment in the curriculum. This is improving and will continue to improve.	Multiple preparations per school day per teacher; under-planning for the 45 minute class period; and time constraints.

★ = Priority

Family and Community Engagement

Summary

According to the Community and Engagement survey that was taken, Cuero High School was rated Recognized in all of the categories which include: Fine Arts, Wellness and Physical Education, Community and Parent Involvement, 21st Century Workforce Development, Digital Learning Environment, Dropout Prevention, Gifted and Talented Programs, and 2nd Language Acquisition. The area that scored the highest was Digital Learning Environment and the area that scored the lowest was 21st Century Workforce Development.

Strengths

The majority of students have supportive families at home that encourage them to do well in their academic and athletic pursuits at Cuero ISD.

School Organization

Summary

Teachers and staff were involved in planning the master schedule and in making requests for how the school day was structured. Staff also indicated they needed more organization, communication, notice of activities and events, etc.

Strengths

22 CTE programs of study

Partnerships with the Mid-Coast Construction Academy (MCA), Victoria College, and UT OnRamps.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1 Lack of quality principal applicants.	More administrators than ever have left education (for a new field of retirement) and there are fewer replacements, especially those education in secondary administration with experience in master scheduling and CTE.

 = Priority

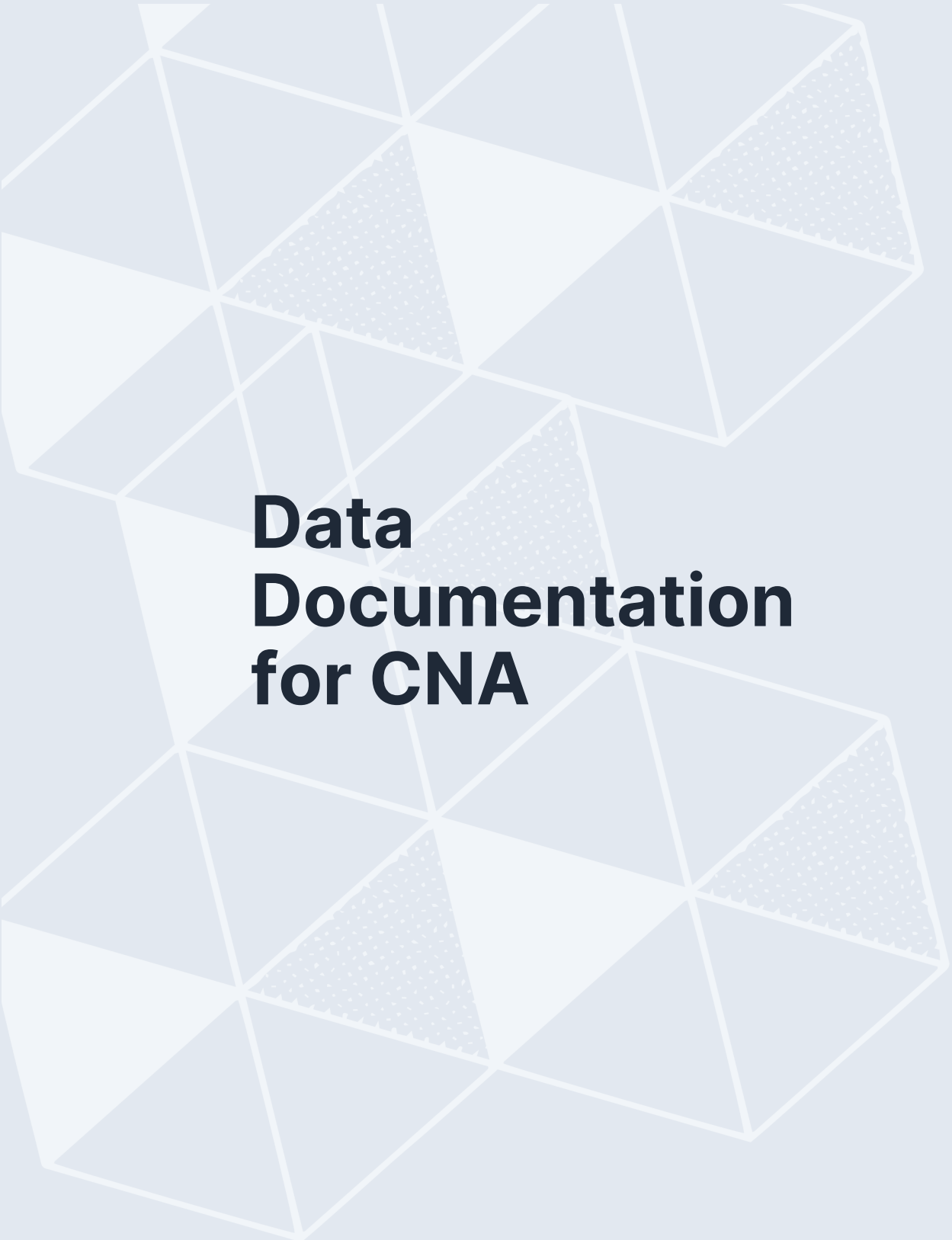
Technology

Summary

Technology hardware, software, and support are strengths. The campus has one instructional technologist. In addition, technical support specialists are available to assist with implementation, teacher training, and other related supports.

Strengths

As of 2021-22, all CHS students have been issued their own Chromebook which travels with the student throughout the school day, home, and back to school each day.



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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data



Budgets/entitlements and expenditures data



Goals

Goal 1 Improve Student Achievement

Performance Objective 1

EOC goals will be 90% approaches, 60% meets, 30% masters.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Maintain class size of a 24 to 1 average in the core areas.

Strategy's Expected Result/Impact: Successful learning

Staff Responsible for Monitoring: Counselors, Principal, APs, IC

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2 ☒ Targeted Support Strategy

Use Teach Like a Champion as the basis of high impact instruction for all students.

Strategy's Expected Result/Impact: high quality instruction/increased academic achievement

Staff Responsible for Monitoring: Principal, APs, IC

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3

Purchase the necessary scientifically researched based materials, textbooks, and supplies to help implement the curriculum at the highest level.

Strategy's Expected Result/Impact: Improve Student Achievement

Staff Responsible for Monitoring: Principal, IC

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 2

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

Evaluation Data Source: TEKS Resource System logins
YAGs

Summative Evaluation: Met Performance Objective

Strategy 1

Data team meetings by content area and with the junior high to align Algebra I and RLA curriculum.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, APs, IC, Lead Counselor

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Collaborate to produce common assessments in STAAR EOC courses (Algebra I, English I & II, Biology, and U.S. History).

Strategy's Expected Result/Impact: Our IC ensures that common assessments are administered for all STAAR EOC courses and that data from these tests is used to inform future instruction. Additionally, common warm-ups for TSI prep are provided by the IC for all junior and senior level math classes. Implementation is measured by the documentation of lesson plans and use of the TEKS Resource System.

Impact is measured by student performance on common assessments

Staff Responsible for Monitoring: IC, Principal

Formative Reviews



Performance Objective 3

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

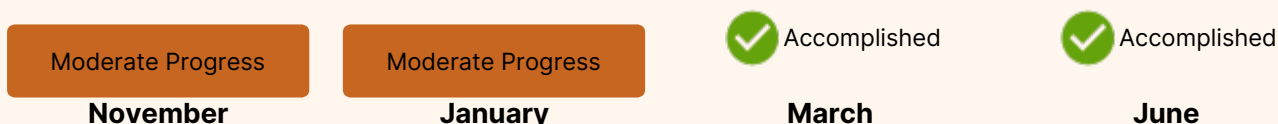
Evaluation Data Source: Teach Like a Champion walk-thrus, Lesson plans, assessment scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Maintain class size of a 24 to 1 average in the core areas.

Formative Reviews



Performance Objective 4

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

Evaluation Data Source: Increased performance on state assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to make time to meet.

Strategy 1

Create opportunities for staff to plan and align instruction

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

Staff Responsible for Monitoring: Admin and counselors.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

No Progress

March



Continue/Modify

June

Performance Objective 5

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 towards this. ENG II scores improved.

Strategy 1

Data driven instruction strategies to be used by EOC teachers

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

Staff Responsible for Monitoring: EOC teachers and admin

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

Some Progress

March



Continue/Modify

June

Goal 2 Provide a Safe and Optimal Environment

Performance Objective 1

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

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to meet goal

Strategy 1

Mobile minds program for trainings

Strategy's Expected Result/Impact: Staff will increase in required competencies.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

 Accomplished
March

 Accomplished
June

Performance Objective 2

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

Evaluation Data Source: School climate specialists & survey feedback

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continued monitoring.

Strategy 1

CHS used staff to train staff for school climate and wellness.

Strategy's Expected Result/Impact: Improved morale

Staff Responsible for Monitoring: Central Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3

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

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continued monitoring.

Strategy 1

Door audits and timely maintenance requests to keep safety systems running.

Strategy's Expected Result/Impact: Keep campus safe.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Goal 3 Promote Parent/Family and Community Engagement

Performance Objective 1

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continued monitoring., find new ways to communicate.

Strategy 1

CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents, including any failures at the 3 or 6 week mark.

Formative Reviews



Goal 4 Recruit and Retain Highly Qualified Staff

Performance Objective 1

Cuero ISD will attract and retain highly effective teachers.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Possible TIA

Strategy 1

Timely walk-throughs and monitor staff.

Strategy's Expected Result/Impact: Improve instruction

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Goal 5 Promote College and Career Readiness.

Performance Objective 1 High Priority

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

Evaluation Data Source: PEIMS data, counselor reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: CCMR 100% certification continues to be the goal while working with IBC inconsistencies with testing companies, moving CCMR targets.

Strategy 1

CHS had 21 programs of study, refinement of practices and programs will occur with CTE, Counselors and Admin

Strategy's Expected Result/Impact: improved programs of study

Staff Responsible for Monitoring: Teachers, counselors, admin

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

No Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 2

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

Evaluation Data Source: student feedback

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: not all programs at the same level of rigor.

Strategy 1

CTE night will be implemented to recruit incoming freshmen

Strategy's Expected Result/Impact: Expose students to CHS programs of study.

Staff Responsible for Monitoring: Counselor, CTE teachers, admin

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 3

Provide opportunities for Gifted and Talented students to pursue academically rigorous curriculum and learning opportunities

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Refining and revision needed.

Strategy 1

Offer honors courses within core classes, evaluate current and future classes offered for Honors dual credit, dual enrollment, and AP

Strategy's Expected Result/Impact: Teachers will use HQ instruction to differentiate for GT students.

Staff Responsible for Monitoring: Admin, teachers, counselors.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Some Progress

March



Continue/Modify

June



State Compensatory Education

State Compensatory

Budget for Cuero High School

Total SCE Funds: \$149,428.10

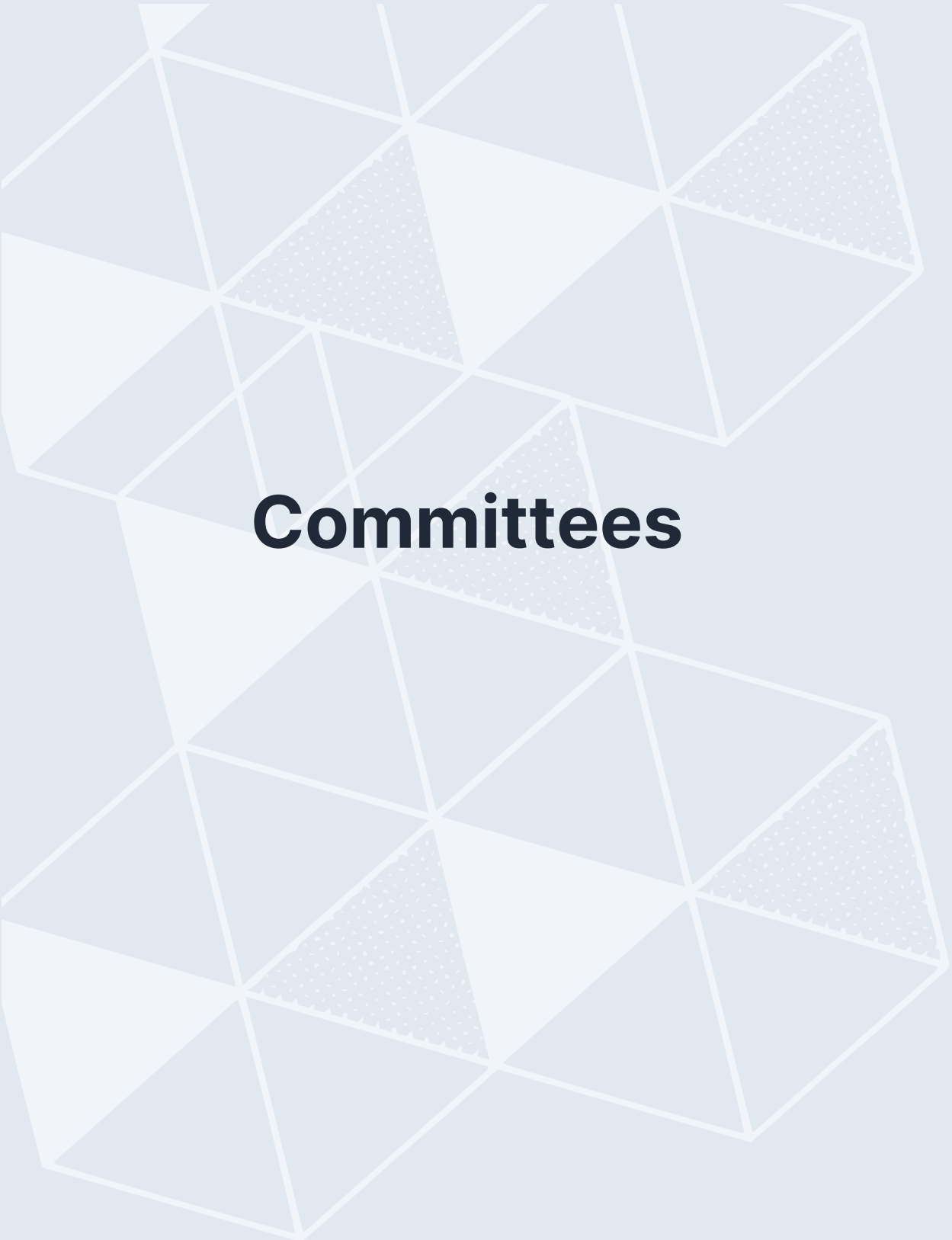
Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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

Personnel for Cuero High School

Name	Position	FTE
Marie Rangnow	SWAS Teacher	0.5
Susan Edwards	Paraprofessional	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
March 2, 2026 @ 3:45 PM	Conference room	--	--
September 29, 2025 @ 4:00 PM	CHS Library	signin sheet.pdf	minutes.pdf

Members

First Name	Last Name	Position	Committee Role
Adam	Arredondo	CHS Principal	Administrator
Shannon	Tronicek	Teacher	Instructional
Kristi	Hobbs	Teacher/IC	Instructional
Marie	Rangnow	Teacher	Instructional
Rachel	Brown	Teacher	Instructional
Gina	Rico	Lead Counselor	Non-Classroom Professional
Olga	Rojas	Teacher	Instructional
Gerald	Clark	Community	Community
Julie	Kuecker	Parent	Parent
Billy	Jordan	Community	Community
Emily	Weatherly	Business	Business
Sarah	Pena	Business	Business
Cassandra	Franklin	Parent	Parent
Debra	Mutschler	Teacher	Instructional
Greg	Nemec	Teacher	Instructional
Amy	Crain	Teacher	Instructional
Paige	Baros	Teacher	Instructional
Denys	McCarter	Teacher	Instructional
Jennifer	Voges	Assistant Principal	Administrator



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



Addendums

Teen Dating Violence

What Educators Need to Know

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

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



Facts about Teen Dating Abuse

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

Red Flags

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

Identifying Those at Risk

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

What Can You Do?

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

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

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

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



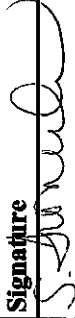
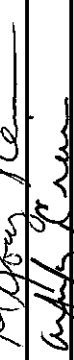
https://drive.google.com/open?id=1gP6lkh4C6ZFW-2v1a57FPqIWE-xiXnKA&usp=drive_fs



Site Based Decision Making Committee

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

Cuero High School Library

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