

Cuero Independent School District



Cuero Junior High

2025-2026 Campus Improvement Plan

Mission Statement

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

Cuero ISD is "Committed to Excellence."

Vision

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

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

Value Statement

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

For the 2025-2026 school year, Cuero Junior High has a returning principal and assistant principal. We have 39 teachers (5 shared with CHS, 1 shared with Hunt) and 9 paraprofessionals, 48 total staff. The enrollment at CJH is currently stable for the 2024-2025 school year. The Cuero Junior High campus offers students strong core content provided by experienced educators while offering the students a variety of elective courses. All of our teachers meet 'Highly Qualified' status through our District of Innovation.

In 2024-25, there were about 439 students to close the year (Hispanic/ Latinos were 49.66%, Asian were .68%, Black/African Americans were 7.52%, White/Caucasians were 40.09%, and Two or more races were 2.05%) 6th graders represented 33.71%, 7th graders represented 33.71%, 8th graders represented 32.57%, 45.78% were female students, and 54.21% were male students. 4.1% were LEP students, 41.91% were economically disadvantaged students, 1.36% were military connected students, .91% were in foster care, 14.57% were dyslexic, 38.49% were on free meals, 1.13% were on reduced meals, 4.55% were ESL, 6.6% were GT, 19.13% were SPED, 46.92% were at risk, 2.45% were homeless/ unaccompanied youth, and there were 89 CTE participants.

Strengths

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

Problem Statements Identifying Demographics Needs

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

 = Priority

Student Achievement

Summary

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

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

Strengths

6th Math:
Did not meet- 22%, Approaches- 26%, Meets- 27%, Masters- 25%
6th Reading:
Did not meet- 22%, Approaches- 26%, Meets- 27%, Masters- 25%
7th Math:
Did not meet- 48%, Approaches- 22%, Meets- 24%, Masters- 6%
7th Reading:
Did not meet- 27%, Approaches- 32%, Meets- 28%, Masters- 13%
8th Math:
Did not meet- 57%, Approaches- 29%, Meets- 14%, Masters- 0%
8th Reading:
Did not meet- 19%, Approaches- 25%, Meets- 27%, Masters- 29%
8th Science:
Did not meet- 31%, Approaches- 26%, Meets- 30%, Masters- 13%
8th History:
Did not meet- 49%, Approaches- 28%, Meets- 16%, Masters- 7%
Algebra 1:
Did not meet- 0%, Approaches- 42%, Meets- 28%, Masters- 30%

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

ELA/Reading Distinction

Mathematics Distinction

Science Distinction

Post-Secondary Readiness Distinction

Comparative/Closing the Gaps Distinction

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

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

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

2020-2021 not rated

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

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

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

2024-2025 Cuero Junior High received a "C" rating overall.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Junior high STAAR Reading scores are an area of concern despite grade level to multiple grade level reading gains using IXL and MTSS strategies on the recommended plan during the school year. We have separated reading and language arts, both subjects have a 45 minute class period daily.	Lack of phonemic awareness
2 The 7th, and 8th grade STAAR Math scores declined from the previous year.	Gaps in instruction need to continue to be closed for the continued growth that we are currently seeing. A teacher left the district after spring break.
3 8th grade STAAR Science continues to be an area of concern despite a slight increase in scores for the 2024-2025 school year. This class will now be taught by multiple highly qualified and certified staff in grades 6th-8th.	Challenging concepts, lack of student interest, and student apathy continue to be issues.
4 8th grade STAAR Social Studies continues to be an area of concern	An enormous amount of detailed information from a lengthy time period and student apathy continue to be issues.

★ = Priority

School Culture and Climate

Summary

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

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

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

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

Strengths

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

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ A small group of students, and their parents, do not value education.	Multi-generational apathy; parents unwilling to hold their child accountable for their actions; failure to follow the chain of command; sporting events perceived as more important than homework, rest, or school attendance.
2 Too many discipline referrals by a small group of teachers who could have handled these Level 1 infractions in the classroom.	Poor classroom management; inability to create relationships with students; and PBIS/Capturing Kids' Hearts strategies not fully utilized. Lack of willingness to reach out to families prior to writing office referrals.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

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

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

Strengths

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

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

★ = Priority

Curriculum, Instruction, and Assessment

Summary

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

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

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

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

Strengths

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

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

★ = Priority

Family and Community Engagement

Summary

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

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

Strengths

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

Problem Statements Identifying Family and Community Engagement Needs

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

★ = Priority

School Organization

Summary

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

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

Strengths

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

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

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

Problem Statements Identifying School Organization Needs

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

 = Priority

Technology

Summary

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

Strengths

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

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Some lesson plans lack instructional technology integration.	Ongoing support in this area is lacking due to the technology department's workload.
2	Incoming CJH students are extremely proficient in the use of a cell phone but lack basic skills in using a personal computer for academic purposes.	Students grew up using cell phones but have not had formal instruction in technology or internet safety.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
★

A small group of students, and their parents, do not value education.

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

★ = 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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Student failure and/or retention rates
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data

- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

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

Performance Objective 1 High Priority

During the 2025-2026 school year, student performance levels on the STAAR assessments will improve by 5 % in all academic areas overall as compared to the 2024-2025 STAAR scores.

Evaluation Data Source: STAAR data

Strategy 1

A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization and technology.

Staff Responsible for Monitoring: Campus Principal

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategy 2

Meet in grade level and core subject team meetings to disaggregate formal and informal assessment data and use the data to inform instruction and develop plans to impact student learning through differentiated instructional techniques shared by the group.

Strategy's Expected Result/Impact: 1. Implementation is measured by staff attendance sign-in rosters, meeting agendas, and notes/minutes of each meeting.
2. Impact is measured by benchmark and STAAR scores in all reporting categories, including special education.

Staff Responsible for Monitoring: Leader: Asst. Superintendent of Curriculum & Instruction, Principal, Asst. Principal, Department Heads, Interventionists, and core subject Teachers

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative, Region 3 ESC training, and Region 4 workbooks and textbooks.

Strategy's Expected Result/Impact: 1. Implementation is measured by teacher walkthrough data, Power-walks and conversations and/or reflections about this data, observations, and student assessment data.
2. Impact is measured by an increase in state assessment passing rates for all students.

Staff Responsible for Monitoring: Leader: Reading and Math Interventionists & Department Heads

Others Involved: Principal, Asst. Principal, Core Teachers

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 4

To provide more in-depth, quality learning time, after school tutoring in small group sessions or one-on-one sessions will be offered .

Strategy's Expected Result/Impact: Implementation will be measured by sign-in sheets from the tutorials and an increased passing percentage each six weeks.

Staff Responsible for Monitoring: Leader: Classroom Teachers

Others Involved: Department Heads, Counselor, Asst. Principal, Principal

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 5

Use internet-based programs in order to help address and improve student achievement:

Edgenuity

Renaissance STAR Reading & Math

Strategy's Expected Result/Impact: Implementation will be measured by the number of students utilizing the internet-based programs and after ascertaining student growth based on data obtained from these programs.

Staff Responsible for Monitoring: Leader: Classroom Teachers

Others Involved: Instructional Coach, Department Heads, Asst. Principal, Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 6

Provide teachers with the opportunity to attend professional development for at least 4 days during the summer (earning them 4 comp days) so that there is a decrease in the number of instructional days lost for training. The professional development will be focused and based on teacher need with the purpose of improved instruction and increased student achievement.

Training's include:

Art Ed Now Online Conference

Art Institute

CPI Update

Coaching School

Deep Space Art Training

ESL Training

GT Initial Training

GT Update

Mental Health Training

NCA Cheer Camp

New Teacher Orientation

Region 3 ESC/Digging Deeper

Region 3 ESC Lead4ward

Region 3 ESC Spec Ed. Updates

Region 3 ESC AASL Best Websites & Apps for Learning
Required Mobile Minds Trainings

Tech/Online

Tech/Pearson

Tech/R3 Grant Writing

TMEA

Texas Bandmaster

VTAT

We Teach CS Summit

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

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	 Accomplished
November	January	March	June

Strategy 7 **Additional Targeted Support Strategy**

Extended year services will be offered to meet the needs of at-risk students.

Staff Responsible for Monitoring: Campus Principal and Technology

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress	No Progress		
November	January	March	June

Performance Objective 2

Ensure that instruction and content is aligned both horizontally and vertically.

Evaluation Data Source: The district is adopting Bluebonnet curriculum for math and reading for K-8. Parts of it are still in progress. Junior High will adopt the Bluebonnet Curriculum for Reading in the 2026-27 school year.

Strategy 1

Staff can attend professional development tailored to fit their individual needs.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Goal 2

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

Performance Objective 1

In response to state and federal improvement planning requirements not addressed elsewhere in this plan, CJH will be 100% compliant by implementing the following strategies.

Evaluation Data Source: These strategies have been identified as low priority strategies for this school year. An analysis of implementation, impact, and current data will be evaluated at year's end to determine any priority status changes.

Strategy 1

CJH will follow board policy FFH (Local) Freedom from Discrimination, Harassment, and Retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations for dating violence, bullying, etc...

CJH will follow board policy FFG Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. All faculty/staff will receive access to an electronic copy of this policy at the beginning of the school year.

Strategy's Expected Result/Impact: 1. Implementation will be measured by faculty/staff online training quiz results and feedback as well as in faculty meeting follow-up discussion.
2. Impact will be measured by a decrease in campus incident reports.

Staff Responsible for Monitoring: Leader: Mobile Minds, Counselor, Licensed Counselor

Others Involved: Principal, Asst. Principal

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

During the campus registration process, CJH will carefully evaluate the needs of all students to ensure that appropriate services, programs, and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, Rtl, pregnancy-related services, and services for any other identified need.

Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement.

Strategy's Expected Result/Impact: 1. Implementation will be measured by meeting notes from summer planning sessions regarding registration.
2. Impact will be measured by an accurate registration process for new and returning students.

Staff Responsible for Monitoring: Leader: Principal, Asst. Principal, Counselor

Others Involved: Secretary/Registrar, Nursing Staff, PEIMS Personnel, At-Risk Coordinator, Student Services

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 3

In collaboration with the district, CJH will provide training for regular education teachers for TBSI relating to instruction of students with disabilities.

Strategy's Expected Result/Impact: 1. Implementation will be measured by Faculty/Staff meeting sign-in sheet. 2. Impact will be measured by teacher reflections submitted regarding their learning about the TBSI framework.

Staff Responsible for Monitoring: Leader: Special Education Department Head

Others Involved: Counselor, Special Education Faculty/Staff and Department Heads

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 4

CJH will provide students with age appropriate information to prepare them for choices throughout high school and for college/technical courses including admission, financial aid, grants, and other scholarship opportunities through school-wide efforts.

Strategy's Expected Result/Impact: 1. Implementation will be measured by the degree to which our campus becomes college focused: college/career oriented hallways, College Corner, and virtual college visits.
2. Impact will be measured by results of Xello, the construction of PGPs prior to the start of the 8th grade, and student interest in post-secondary pathways.

Staff Responsible for Monitoring: Lead: Counselor, Principal, At-Risk Coordinator

Others Involved: Asst. Principal, Core Teachers

TEA Priorities: Connect high school to career and college

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 5

CJH will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. Faculty/Staff will be trained on recognizing bullying, signs of bullying, and suicide prevention during the first four weeks of school.

Strategy's Expected Result/Impact: 1. Implementation will be measured by Mobile Minds bullying training completion, quiz results, and Faculty/Staff meeting follow-up.
2. Impact will be measured by bullying being appropriately addressed by Faculty/Staff and EOY survey results in regard to campus climate.

Staff Responsible for Monitoring: Leader: Principal, Counselor, Secretary/Registrar

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 6

CJH will continue to implement MTSS strategies. Students are rewarded for good behavior on a semester basis by having a ticket to attend the GOAT party.

Strategy's Expected Result/Impact: 1. Implementation will be measured by teacher participation in the program each 6 weeks.
2. Impact will be measured by discipline data and school climate.

Staff Responsible for Monitoring: Leader: Principal, Asst. Principal, Counselor, At-Risk Coordinator

Others Involved: Classroom Teachers and Support Staff

Formative Reviews

Some Progress

November

Considerable Progress

January



Accomplished

March

June

Strategy 7

When necessary, students with severe discipline problems will be assigned to the Disciplinary Alternative Education Center in order to receive more individualized help with self-control.

Staff Responsible for Monitoring: Campus Principal and Dean of Students

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	
November	January	March	June

Strategy 8

Cuero Junior High will provide for a safe and secure school environment where staff are prepared to address any threats to the learning environment.

Strategy's Expected Result/Impact: Positive school culture free from interruptions

Staff Responsible for Monitoring: Administration team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	
November	January	March	June

Performance Objective 2

Increase the layers of protection at CJH by completing a safety audit.

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

Strategy 1

Implement all TEA required safety measures school-wide. Student who feel safe at school learn more due to the positive climate. Staff who feel safe and secure are more likely to continue in their current positions and view the school as a safe and optimal place to work.

Strategy's Expected Result/Impact: Safety of Students and Staff

Staff Responsible for Monitoring: Principal and AP

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	
November	January	March	June

Goal 3

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

Performance Objective 1

CJHS will foster parental involvement.

Evaluation Data Source: EOY Surveys

Strategy 1

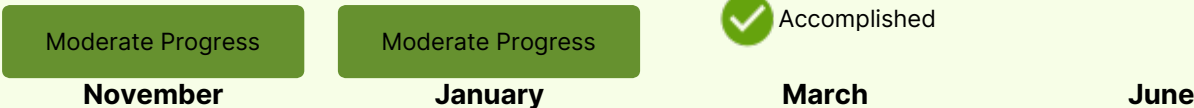
CJHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents.

Strategy's Expected Result/Impact: Implementation will be measured by the number of parent contacts each 6 weeks.

Staff Responsible for Monitoring: Leader: At-Risk Coordinator and Principal

Others Involved: Classroom Teachers

Formative Reviews



Strategy 2

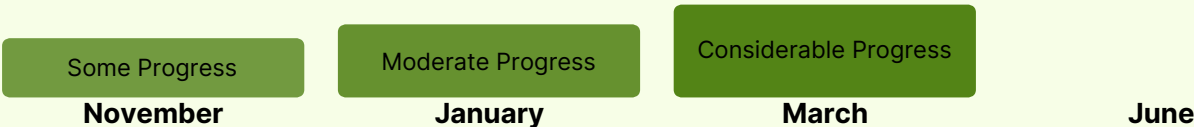
CJHS will hold events to promote parent involvement prior to and during the school year such as Schedule Pick-Up/Meet the Teacher, Band Concerts, Choir Concerts, Art Exhibits, Athletic Events, and Let's TACO-BOUT JH 5th grade transition night.

Strategy's Expected Result/Impact: Implementation will be measured by sign-in sheets and attendance at these events.

Staff Responsible for Monitoring: Leader: Principal and Asst. Principal

Others Involved: Classroom Teachers

Formative Reviews



Strategy 3

Utilize the Cuero ISD Student Services Department for home visits/assist with parent contact.

Strategy's Expected Result/Impact: Implementation will be measured by the number of parent contacts Student Services makes on behalf of the school.

Staff Responsible for Monitoring: Leader: Principal

Others Involved: Student Services personnel

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 4

Utilize community organizations and programs to address bullying, harassment, and dating violence.

Strategy's Expected Result/Impact: Implementation will be measured by the number of bullying, harassment, and date violence incidents.

Staff Responsible for Monitoring: Leader: District Staff, Mobile Minds, Counselor, Administration

Others Involved: Teachers and Staff

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 5

Provide opportunities for parent involvement and training.

Example: Parental Involvement Conference

Develop and distribute Parent and Family Engagement Policy and offer parent involvement meetings in the Fall and Spring Semesters.

Strategy's Expected Result/Impact: Implementation will be measured by attendance at parental involvement activities.

Staff Responsible for Monitoring: Leader: District Staff, Principal, Student Services personnel

Others Involved: Classroom teachers

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 6

Parents will have online access to their child's grades and attendance.

Staff Responsible for Monitoring: Campus Principal and Technology

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 7

Parents will be invited to be an integral members on campus committees including the campus site-based committee.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 2

Partnership pledge between parents, students, and school

Evaluation Data Source: The pledges are sent home at the beginning of the school year and are sign by all parties, then returned to the school.

Goal 4

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

Performance Objective 1

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

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

Strategy 1

CJHS will participate in local job fairs.

Strategy's Expected Result/Impact: Implementation will be measured by the number of active applications with current vacancies filled prior to contract deadlines.

Staff Responsible for Monitoring: Leader: Principal or Designee

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 2

CJHS will assign mentors to new teachers (department heads) and teachers will meet with the district curriculum director several times during the year.

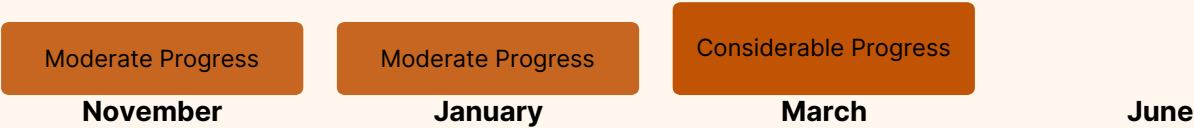
Strategy's Expected Result/Impact: Implementation will be measured by a decreased teacher turn-over rate and sign-in sheets.

Staff Responsible for Monitoring: Leaders: Principal and At-Risk Coordinator

Others Involved: Mentors and Mentees

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 2

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

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

Strategy 1

Teachers will attend the appropriate training for their new curriculum.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

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

Performance Objective 1

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

Evaluation Data Source: Principal, Counselor

Strategy 1

In coordination with the counselor, principal, and pre teen leadership teacher, a student area will be created that showcases vital information for school success as well as post secondary opportunities.

Strategy's Expected Result/Impact: Creation of a school-wide student and parent area that is rich in literature about how to overcome issues facing students and parents today as well as a plethora of information about post-secondary opportunities.

Staff Responsible for Monitoring: Principal, Counselor, Pre Teen Leadership Teacher

Funding Sources: Title V, Part B,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 2

All 6th graders will complete a semester of Preteen Leadership.

Evaluation Data Source: Principal, Counselor

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 3

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

Evaluation Data Source: Principal, Counselor

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 4

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

Evaluation Data Source: Principal, Counselor

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 5

The campus has a college and career day yearly, usually held in the spring.

Evaluation Data Source: Students attend the booths of their choosing throughout the event.

Summative Evaluation: Some progress made toward meeting Performance Objective

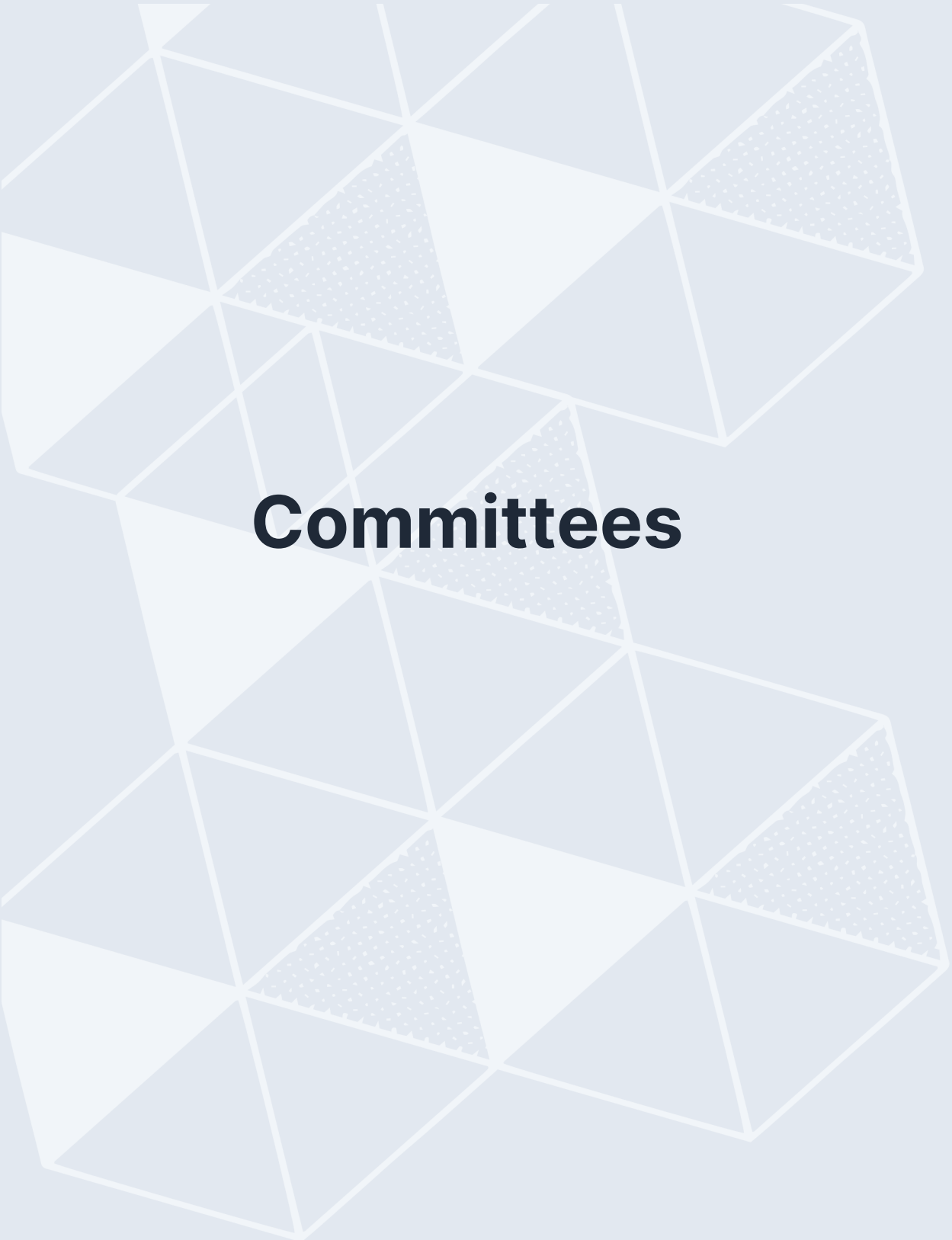


Title I Summary

Title I

Title I Personnel

Name	Position	Program	FTE
Jessica Wyatt	Instructional Coach		
Susan Moore	Instructional Coach		



Committees

Committees

Campus Performance Objectives Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 26, 2026 @ 4:00 PM	Cuero Junior High School	CPOC sign in Spring 2026.pdf	CPOC Meeting Spring 2026.pdf
October 2, 2025 @ 4:00 PM	Cuero Junior High School	CPOC (5).pdf	CPOC Fall Meeting 2025 (1).pdf

Members

First Name	Last Name	Position	Committee Role
Carrie	Marie	Teacher	Classroom Teacher
Elisa	Bruch	Teacher	Classroom Teacher
Jackie	Streiber	Teacher	Classroom Teacher
Russell	Williams	Teacher	Classroom Teacher
Chris	Carson	Business Representative	Business Representative
Richard	Weber	Business Representative	Business Representative
Andrea	Strait	Community Member	Community Representative
Melisa	Whitfield	Community Member	Community Representative
Melissa	Alcazar	Paraprofessional	Paraprofessional
Heather	Dolan	Parent	Parent
Amanda	Jaeger	Teacher	Classroom Teacher
Melinda	Supak	Teacher	Classroom Teacher
Rachel	Boggs	Teacher	Classroom Teacher
Mariah	Truman	Teacher	Classroom Teacher
Curtis	Castillo	Parent	Parent
Helena	Kobylarz	Teacher	Classroom Teacher
Cheryl	Coker	Teacher	Classroom Teacher
Megan	Wansley	Teacher	Classroom Teacher
Jaime	Dyer	Principal	Administrator

Joe	Jurosek	Parent	Parent
Stacy	Henson	Teacher	Classroom Teacher



Funding Summary

Funding Summary

Title V, Part B

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



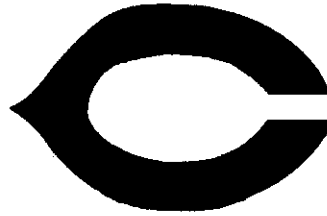
Policies, Procedures, and Requirements

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



Addendums



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

Sign In Sheet

PRINT NAME

SIGNATURE

Jessica Wyatt

JWyatt

Carrie Parkinson

Carri Patison

Sheri Gannon

Sgannon

Kassie Roth

Kassie Roth

Courtney Kubesch

Courtney Kubesch

Natalie Carson

Natalie Carson

Bethany Hobbs

Bethany Hobbs

Mary Jane Henson

Mary Jane Henson

Susan Moore

Susan Moore

Kay Thigpen

Kay Thigpen

Lauren Morton

Lauren Morton

Debbie Bendorfsky

Ram Zimmerman

Ram Zimmerman

Shelley Connelly

Shelley Connelly

Agenda:

Review the Campus Improvement Plan (CIP)

MATH

Current 6th Graders

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

MATH

Current 7th Graders

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

MATH

Current 8th Graders

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

READING**Current 6th Graders**

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

READING**Current 7th Graders**

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

READING**Current 8th Graders**

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