

Cuero Independent School District



Hunt Elementary

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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

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

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

We have high academic expectations and accountability.

We communicate effectively and clearly.

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

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

We believe EVERY child can learn.

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Comprehensive Needs Assessment

Demographics

Summary

Hunt Elementary is a Title I Campus and proudly serves students 2nd through 5th grade in helping students acquire fundamental educational skills and concepts. The facility is nine years old. Many of our teachers and staff members are proud Cuero residents who share in a deep-rooted tradition of educational excellence.

The 2017-2018 TAPR report indicated an enrollment at Hunt Elementary of 565 students (148 in Grade 2, 130 in Grade 3, 151 in Grade 4 and 136 in Grade 5) with 12% being African American, 52.9% Hispanic, 32.4% White, 0.2% Asian and 2.5% Two or More Races. Of these students, 77.3% were classified as at-risk, 5.7% as English Learners and approximately 12% of the student population receiving special education services.

The 2018-2019 TAPR report indicated an enrollment at Hunt Elementary of 545 students (131 in Grade 2, 142 in Grade 3, 129 in Grade 4 and 143 in Grade 5) with 11.6% being African American, 52.3% Hispanic, 33.2% White, 0.2% American Indian, 0.4% Asian and 2.4% Two or More Races. Of these students, 51.7% were classified as at-risk, 65.9% as Economically Disadvantaged, 5.5% as English Learners and 12.7% of the student population receiving special education services.

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

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

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

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

The 2023-2024 TAPR report indicated an enrollment of 483 students (119 in Grade 2, 108 in Grade 3, 121 in Grade 4 and 135 in Grade 5) with 44 being African American, 254 Hispanic, 171 White, 0 American Indian, 1 Asian, 0 Pacific Islander and 13 Two or More Races. Of these students 223 or 46.2% are female and 260 or 53.8% are male. Additionally, 176 students or 36.4% are identified at-risk, 319 or 66% as Economically Disadvantaged, 23 or 4.8% as EB/EL, 51 or 10.6% receive 504 services, 55 or 11/4% identified as having dyslexia and 118 or 24.4% receive special education services.

Hunt is projected to house approximately 475 students in 2025-2026 with six homeroom sections in grades 2-5. Hunt also has four certified full-time Resource Teachers, one Life Skills Teacher, one Fine Arts Teacher, one Math Interventionist, one Physical Education Teacher, one Assistant Principal, one Principal, one campus secretary, one LVN Nurse, and one paraprofessional per grade level. The current campus leadership has remained consistent from the previous school year. Hunt has 34.5 teachers, with two shared with other campuses and two Instructional Coaches. Hunt Elementary teachers are certified for the grade level and content (with the exception of six) and receive on-going professional development in their field. All Hunt Elementary students participate in core curricular instruction, Fine Arts (art and music), Physical Education and STREAM (Science, Technology, Reading, Engineering, Arts & Mathematics). The average class size is 18.5 students per homeroom/core teacher with a total enrollment expected to surpass 500 students. Hunt Elementary is a Title I campus. The traditional atmosphere of the community and emphasis on educating the "whole child" invites families to our schools.

Paraprofessional Staff is required to be certified through SBEC.

Strengths

Hunt Elementary has many strengths. Some of the most notable demographic strengths include:

1. Most students that start in Cuero schools graduate from Cuero High School because families are pleased with the schools within Cuero ISD. Students are honored for their achievements at a minimum of each six weeks.
2. Academic and Attendance incentives and recognition are given routinely.
3. Minimal to no students withdrew during 2024-2025 because they were unhappy with our campus.
4. Students at Hunt Elementary are very accepting of new students regardless of race or ethnicity or student abilities. Student diversity is abundant.
5. Student to Teacher ratio rates are optimal. Most homeroom classes have 18-22 students per teacher.
6. Students participate in STREAM classes weekly to foster 21st Century Learning and career pathways.

End of Year Survey Results indicate that staff has strong collaboration, purposeful professional development and a "family" culture/ environment.

Staff noted that an "open-door" policy exists between staff and campus Admin and quality communication helps cultivate a supportive environment. Typically the campus hosts many events such as Grandparent Breakfast, Thanksgiving Luncheons, Family Reading Night, Math Night, Christmas Sing Along, Career Day, Field Day, etc. that fosters positive school-home-community connections. Face-to-face parent/teacher conferences is a noted strength.

Students have incentives for positive behavior through campus PBIS, academic intervention/acceleration opportunities, and vast array of online programs to support core instruction and technology devices.

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1 ★	The percentage of economically disadvantaged students remains high, which is a significant concern for our school as research shows that students living at or near poverty face unique hardships for learning.	Lack of education and opportunity for many families at or near the poverty level in rural areas. Lack of educational importance and value among and within many local families.
2 ★	Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2025, Hunt has over 40% of the total student population receiving Special Education and/or 504 and/or Dyslexia Services.	Lack of early education within the home environment especially for many families at or near the poverty level.

★ = Priority

Student Achievement

Summary

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

3rd grade Math 74% (2017) 81% (2018) 75% (2019) 60% (2021) 67% (2022) 66%(2023) 80%(2024) 71% (2025)

3rd grade Reading 64% (2017) 72% (2018) 72% (2019) 60% (2021) 73% (2022) 67% (2023) 87%(2024) 79%(2025)

4th grade Math 60% (2017) 79% (2018) 71% (2019) 55% (2021) 56% (2022) 72%(2023) 56%(2024) 75%(2025)

4th grade Reading 70% (2017) 70% (2018) 77% (2019) 63% (2021) 71% (2022) 83%(2023) 74%(2024) 87%(2025)

4th grade Writing 53% (2017) 44% (2018) 57% (2019) 62% (2021) N/A (2022) N/A (2023) N/A(2024) N/A (2025)

5th grade Math 81% (after second administration in 2017) 87% (after second administration in 2018) 88% (after second administration in 2019) 66%(2021) 76% (2022) 71%(2023) 82%(2024) 63%(2025)

5th grade Reading 77% (after second administration) 81% (after second administration in 2018) 84% (after second administration in 2019) 72% (2021) 81% (2022) 71% (2023) 78%(2024) 72%(2025)

5th grade Science 56% (2017) 65% (2018) 73% (2019) 60% (2021) 75% (2022) 64%(2023) 70%(2024) 70%(2025)

All STAAR assessments were administered through an online platform. Students need more practice taking assessments in an online platform. Although we are proud of the student progress in many of our subject/grade areas, we know there is much more work to be done. We strive for high achievement with distinctions. In comparing student groups, there are several concerns. White student group scored consistently higher than Hispanic and African American students. Additionally, special education students and economically disadvantaged students also showed disparity in scores in grades 3-5. ELL scores are comparable to other student groups in grades 3-5.

Hunt achieved "Met Standard" rating for 2017-2018 in all four indexes of Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Additionally Hunt earned a "C" rating for 2018-2019, but is required to write a TIP plan due to being Targeted Improvement and Additional Support Needed. The campus also generated a Targeted Improvement Plan for 2020-2021 and will complete a TIP for 2021-2022.

Hunt Elementary would have received a rating of "C" for 2017-2018 had the campuses received a rating. Hunt Elementary will continue to have a "C" rating for 2020-2021 (no data due to school closure). 2020-2021 is "Not Rated."

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

Hunt Elementary received a rating of "C" for 2022-2023. Hunt received distinctions in Academic Achievement in Science and Top 25% Comparative Academic Growth.

Hunt Elementary received a rating of "C" for 2023-2024. Hunt received a distinction in Academic Achievement in Science.

Hunt Elementary received a rating of "C" for 2024-2025. Hunt received a distinction in Academic Achievement in Science.

Strengths

Hunt Elementary has a population of hard-working students and committed staff members. Hunt is continually strengthening core instruction to help provide high-quality lessons while providing opportunities to help close academic gaps through means of tutorials, STAAR Camps, and tiered intervention along with a grading policy that gives students a second chance to demonstrate learning. The campus is proud of

many different student achievement strengths, including:

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

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

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

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

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

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

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

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

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

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

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

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

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

Hunt is rated "C" for 2022-2023, 2023-2024, and 2024-2025. Highlights are as follows:

Grade 5 Science received a Distinction Designation for the fourth consecutive year.

3rd Grade Math had a 7% increase in the number of students who mastered the STAAR from 2024 to 2025. These students also have a 22 point higher scale score than the Region and 4 point higher scale score than the State.

4th Grade Reading had an 11% increase in the number of students who mastered the STAAR from 2024 to 2025 and a 13% decrease in the number of students who did not meet on STAAR from 2024 to 2025. These students also have a 25 point higher scale score than the Region.

4th Grade Math had a 16% increase in the number of students who "Meets" on the STAAR from 2024 to 2025 and a 19% decrease in the number of students who did not meet on STAAR from 2024 to 2025.

5th Grade Reading had an 8% increase in the number of students who “Meets” the STAAR from 2024 to 2025.

5th Grade Math had a 2% higher passing rate than the state.

5th Grade Science had a 1% increase in the number of students who passed the STAAR from 2024 to 2025. These students also have a 5% higher rate of students who mastered than the State.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 ★ 2025 STAAR data reveals that Special Education students score below all other student groups in reading and math.	The root cause is the need for a sufficient number of Special Education Teachers. We have been inadequately staffed, thus causing large case loads and inability to effectively meet all the specialized student needs. The campus also needs greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
2 ★ Fifth Grade Math scores on 2024-2025 STAAR fell below our targeted goal for the campus.	Non-mastery of the math and reading standards in early grades coupled with deviation from adopted curriculum. Vertical alignment and curricular alignment opportunities are needed.
3 ★ Reading data shows phonics, comprehension, summarizing, inferences, and fluency are lacking among all student groups.	Inconsistent implementation of the RLA TEKS and lack of curriculum alignment. Over 70% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

★ = Priority

School Culture and Climate

Summary

Near the completion of the 2024-2025 school year, district-wide surveys were available to teachers, staff, students and parents. Positives from the student survey include students enjoy going to school, feel safe at school, know and follow the school rules, feel recognized for doing well in school, enjoy school programs, feel teachers help when material is not understood, feel teachers respect them, feel teachers believe students can succeed, have worked individually as well as in small and whole groups, and their parents feel welcome at school. Negatives from the student survey include feeling unsafe on the bus, dislike of cafeteria food and wanting more dress options. Teachers and staff indicated in their survey that teachers cooperate as teams for student success, instruction is differentiated, they are aware of how 504 students are to be educationally served, after school tutoring is available, school and facilities are adequately maintained, the campus is safe, staff communication is informative, an "open-door" policy exists with campus administration and the office staff is friendly. Teachers and staff noted that district communication, GT program and salaries can be improved. Parents are pleased with the facility, are informed about how their child is expected to behave, feel their child is safe at school, feel comfortable communicating with their child's teacher, feel welcomed at school, participate in conferences with their child's teacher, appreciate the campus communication, welcomes the teaching of respect and manners and feel school is clean. Parents expressed concern about the cafeteria food being poor quality and small portion sizes and bus safety. Parents also expressed that early dismissals for football games are not necessary, request a better physical education program, desire for staff to promote health and fitness, request Spanish classes for students, concerned about excessive teacher absences, the amount of computer/screen time and want more parent involvement events.

An analysis of discipline data revealed that office referrals have declined over the past few years; however, we fell short of our goal. Referrals that are considered classroom management issues were addressed with a conference between the teacher and campus administration. The vast majority of the behavior infractions included Classroom Disruptions and Defiance.

Strengths

Teacher survey data and feedback indicated that teachers and staff feel Hunt Elementary is a positive campus to work. Campus committees and student incentive programs are continuing to improve campus morale, increase students and staff accountability and decrease student discipline issues. Teachers work collaboratively in teams and support school-wide events such as Meet the Teacher, Grandparent celebration, Family Math Night, Family Reading Night, Thanksgiving Luncheon, Holiday Programs, Fall Festival, Science Fair, Spelling Bee and other campus events. Teachers note that Administrative presence in classes is helpful. Parent-Teacher conferences are encouraged and supported with coverage.

Student Involvement includes Student Council, Science Fair, Spelling Bee, Talent Show, Field Day, Clubs (Lego, Coding, STEM, Chess, Gardening) and other school sponsored events. A strong sense of Gobbler Pride is evident among the student body. The campus leaders conference routinely with parents and students who are in danger of failing or who are demonstrating academic deficiencies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 ★ Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable.	Staff not always consistently utilizing PBIS techniques and procedures. We currently do not have a staff person that is dedicated to writing and implementing student behavior plans for Tier II and Tier III., nor do we have a full-time behavior teacher to monitor implementation of BIPs.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Hunt Elementary experienced some expected turnover this past year. The stability at Hunt is instrumental in helping students make academic gains. The goal remains an average student to teacher ratio of 18.5:1 in the core areas. Staff depth of knowledge in content areas is increasing and professional development is encouraged. Cuero ISD participates in educational job fairs in attempt to recruit quality educators (Texas State, Texas A&M, University of Houston-Victoria, Region III ESC) and advertises on the district website, TASA, and local newspapers. The challenge to acquire and retain quality staff is due to varying reasons such as salary, housing, societal changes and other career interests.

Hunt Elementary teachers are certified in the area/grade level in which they teach, with the exception of four. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2025 to earn comp days within the 2025-2026 school calendar. All Hunt Elementary teachers are matched with an instructional coach who helps guide and mentor them in attaining goals. PLCs are embedded in the Master Schedule either bi or tri-weekly. Teachers are equipped with technological devices and support from within Cuero ISD. Campus Admin and Hospitality Committee host various morale building events throughout the school year to help staff feel appreciated and valued. The Superintendent hosts monthly meetings with teachers to share information and address concerns.

Strengths

Most staff members participated in local staff development opportunities prior to the 2025-2026 school year in instructional technology and other professional development related to their content area. Additionally, those new to the district had extensive training that helped orient them to the procedures and protocols of Cuero ISD.

Cuero ISD has team members attend job fairs at universities in Texas to recruit qualified applicants to the school district. Positions are also posted on the Cuero ISD website and TASA.

New teachers have mentors who assist as needed with daily school operations, lesson planning, and other school functions. All teachers have instructional coaching to help with curricular implementation, classroom management and student assessment data.

Hunt Elementary's staff quality, recruitment and retention strengths include:

89% of the Hunt Staff is certified.

Teachers and staff have opportunities to participate in research-based applicable professional development as needed throughout the year.

Cuero ISD has a technology staff to help support needs, including an instructional technologist, that have helped the staff become more competent and effective with the use of technology in the classroom.

Each grade level is staffed with needed ESL teachers per grade level.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and pacing calendar.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 ★ Research supports keeping class sizes smaller to positively impact student learning and student engagement.	Budget restraints and limited state funding do not always allow to increase personnel staff. Additionally, our facility is at capacity and no classroom spaces are available.
2 ★ Lack of affordable housing opportunities within the community.	Rural community lacks abundance of affordable housing.
3 ★ The challenges and demands of teaching are causing some to explore alternate career paths.	Societal changes and family apathy for education create increased learning deficiencies among many. Additionally, the COVID pandemic caused some to explore other career options and have not returned to the profession as a result.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

The curriculum and instructional focus at Hunt Elementary is guided by grade level standards as required by the Texas Essential Knowledge and Skills (TEKS). Bluebonnet RLA and Math Curriculum, TEKS Resource and pacing guides along with core curriculum adoptions are the primary components of our curriculum plan. Teachers use textbooks and other publisher and online resources in supplementing lessons. To ensure that teachers are focusing their instruction on readiness and supporting standards, and to ensure that any curriculum is being utilized to support state standards, the teachers will continue to submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking, with the exception of RLA and Math. These lessons are internalized weekly during designated PLCs with Instructional Coaches, Campus Leaders and Region III ESC Curriculum Specialists. The campus administration will conduct walkthroughs throughout the school year and Region III ESC Specialists will conduct Vision Walks alongside campus leaders. Data is shared with teachers so that adjustments can be made as needed. Additionally, Hunt teachers will use materials acquired through grants, Lead4ward, Region III, Teach Like a Champion and other professional sources as we continue to reach the standards set for STAAR and the state accountability system. All classrooms will be evaluated using the T-TESS instrument.

Assessments (STAR, mClass, core subjects--RLA, Math, Science and Social Studies) are carefully analyzed as teams meet to establish strengths and needs. Cuero ISD promotes the 4C's of Learning: Communication, Collaboration, Creativity, and Critical Thinking along with the implementation of TLaC practices. Grade level teams meet in PLCs with support staff to align instruction in order to ensure students are taught the necessary skills and standards they need to be academically successful. Our campus Instructional Coaches will help oversee instructional needs and alignment along with campus administrators.

Strengths

Hunt Elementary has identified the following strengths for Curriculum, Instruction, and Assessment Strengths:

- Tri-Weekly PLCs to include grade level teams, administrators, Instructional Coaches, Spec Ed Teachers, "Specials" Teachers (when able)
- The ability to interpret and use assessment data to help formulate instructional decisions through data meetings
- Assessments such as mClass is administered at the beginning, middle and end of year for grade 2, and STAR Renaissance Reading and Math and IXL Reading, Math and Science is administered at beginning, middle and end of year for grades 2-5
- DMAC analysis of core curricular assessments
- STAAR released data
- MTSS Services
- DMAC (assessment, benchmarks, data analysis)
- Bluebonnet Curriculum Implementation for RLA and Math, Grades K-5, is aligned and supported

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1★ Teacher reliance on programs rather than TEKS in curricular implementation. There is lack of consistent curricular implementation and vertical alignment throughout the elementary grades.	We have multiple adoptions, programs and resources which can create misalignment in implementation. We have "streamlined" and aligned curriculum in the 2025-2026 school year with implementation of Bluebonnet in RLA and Math.

★ = Priority

Family and Community Engagement

Summary

Hunt Elementary strives to create a warm, welcoming, kid-friendly environment. The campus promotes a climate that fosters a partnership among school, parents and community. Campus events are communicated through letters, District Facebook, District Website, parent-teacher conferences, Blackboard Connect and the local newspaper. Parents and community members are encouraged to attend school functions and be an active member of the school family.

According to the Community and Engagement surveys that were taken in the Spring of 2025, Hunt Elementary was rated high in all of the following categories: Safety, Special Programs, Behavior Expectations, Academic Progress/Performance, Communication, Facility Cleanliness/Maintenance, Fine Arts and Library Resources. Surveys indicate a desire for better food quality and portions through our cafeteria service. We are still awaiting data from the Spring 2025 surveys.

Hunt Elementary typically hosts many events throughout the school year, including Meet the Teacher, Grandparent Celebration, Thanksgiving Luncheon, Family Math Night, STAAR Nights, Homework/Classwork Support for Families, Magical Mondays, Coding Club, Family Reading Night, Book Fair, Talent Show, Field Day, Christmas Social, Spelling Bee, UIL Academic Contests, Career Day, STUCO events, 2nd Grade Transition/Welcome event, Western Art Show, Bullying Committee Meetings and many other activities.

Strengths

Hunt Elementary strengths include:

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1★ Parents tend to be more supportive of non-academic events than academic and educational opportunities.	Lack of education among parents about the importance of education.

★ = Priority

School Organization

Summary

Parents, teachers, staff, and students at Hunt Elementary have a strong sense of tradition and pride in school success. Surveys indicate a perception of safety and a positive environment with a focus on academics and character building. Students are at the forefront of actions and decisions and learning is of utmost importance. When students do not learn, adjustments are made within the classroom instruction, the school context, and organization. Intervention services and further academic and/or behavioral testing is performed to help determine the best course of action. Teachers value the planning time built within their PLCs that is used for data analysis and instructional preparation.

Surveys also indicate a safe environment with sufficient staff to monitor students before, during and after-school, procedural arrival and dismissal plans, PBIS implementation, secure entrance with all exterior doors locked, cameras at each entrance/exit, full-time armed security guard and bullying awareness classes. Additionally, Hunt is promoting health with our Quaver curriculum along with free breakfast and lunch daily.

Teachers and staff have some input in the formulation of the campus master schedule. Teachers expressed the need for the common planning time/PLCs. Designated MTSS/HB 1416 time is "built into" the master schedule to allow opportunities for students to receive regular services as needed. We have a full-time school counselor and a crisis counselor that is shared with the primary campus. Each student has access to a chrome book during the school day and participates in various education online platforms.

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

Enrichment Clubs

UIL Academics

IXL

Saturday Academies

After-School Tutorials

MTSS Block within the school day

Core curricular resources coupled with supplemental resources

Instructional Coaches

MTSS Teachers

STREAM Lab Classes

Extended Library Hours

Keyboarding

Partnership with local businesses and museum

Educational grant opportunities

Partnership with Devon Energy/Cal Ripken Foundation

Strengths

Hunt Elementary has the following school context and organizational strengths:

- Teachers are aware of best instructional practices and trained in Teach Like a Champion
- Teachers accommodate special student populations by individualized education plan implementation
- MTSS is utilized through a referral process sustained by team input

- Safety drills are performed routinely and efficiently
- School goals communicated
- School tenants of education are emphasized
- PBIS is consistently implemented throughout the campus
- Weekly Door Sweep Documentation

Problem Statements Identifying School Organization Needs

Problem Statement		Root Cause
1	Ineffective Curriculum Implementation within some classrooms leads to academic learning gaps.	Frequent absenteeism among personnel.

★ = Priority

Technology

Summary

Cuero ISD is on the cutting edge of instructional technology in helping to build 21st Century Learning. Infrastructure was built in enabling accessibility for student and staff digital learning. Classrooms are outfitted with a Chrome Book per student in Grades 2-5. Our district has a technology team for device support, as well as instructional technologists to help our teachers make learning authentic, relevant, enriched, and applicable to our students. Our focus is on the 4Cs: Communication, Creativity, Critical Thinking, and Collaboration, Innovation, Research and Information Fluency, Problem Solving, Decision Making, Digital Citizenship, and Technology Operations and Concepts. Classrooms are also equipped with displays and our students have access to a multitude of apps and online learning opportunities to enhance instruction. Classrooms have interactive displays and educational programs such as IXL in accelerating instruction.

Strengths

Technology strengths include:

- Digital accessibility (Chromebooks for students, wireless connectivity, Displays, computer labs, laptops for each teacher)
- Tech support staff to assist with device assistance
- Instructional Technologists to assist with implementation and teacher training
- District and campus focus on 21st Century Learning
- Professional Development opportunities provided within the district and beyond
- Coding Club, Girls in STEM, Magical Monday STEM activities, STREAM class
- School-wide keyboarding program daily

Problem Statements Identifying Technology Needs

Problem Statement		Root Cause
1 ★	Missed opportunities for technology implementation within lesson design	Lack of teacher awareness or training on instructional technology implementation

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2025, Hunt has over 40% of the total student population receiving Special Education and/or 504 and/or Dyslexia Services.

Lack of early education within the home environment especially for many families at or near the poverty level.

2★

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

Inconsistent implementation of the RLA TEKS and lack of curriculum alignment. Over 70% of incoming 2nd Grade students read at least one grade below level and lack decoding, phonics, fluency and comprehension skills to read grade level material.

3★

Discipline imposed for student misbehavior should continue to be appropriate, consistent, and equitable.

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

4★

The percentage of economically disadvantaged students remains high, which is a significant concern for our school as research shows that students living at or near poverty face unique hardships for learning.

Lack of education and opportunity for many families at or near the poverty level in rural areas. Lack of educational importance and value among and within many local families.

5★

2025 STAAR data reveals that Special Education students score below all other student groups in reading and math.

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

6★

Research supports keeping class sizes smaller to positively impact student learning and student engagement.

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

7
★

Lack of affordable housing opportunities within the community.

Rural community lacks abundance of affordable housing.

8
★

The challenges and demands of teaching are causing some to explore alternate career paths.

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

9
★

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

We have multiple adoptions, programs and resources which can create misalignment in implementation. We have "streamlined" and aligned curriculum in the 2025-2026 school year with implementation of Bluebonnet in RLA and Math.

10
★

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

Lack of education among parents about the importance of education.

11
★

Ineffective Curriculum Implementation within some classrooms leads to academic learning gaps.

Frequent absenteeism among personnel.

12
★

Missed opportunities for technology implementation within lesson design

Lack of teacher awareness or training on instructional technology implementation

13



Fifth Grade Math scores on 2024-2025 STAAR fell below our targeted goal for the campus.

Non-mastery of the math and reading standards in early grades coupled with deviation from adopted curriculum. Vertical alignment and curricular alignment opportunities are needed.

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Increase Academic Growth by 5% or more as indicated by STAAR assessment performance.

Evaluation Data Source: STAR Data Analysis, DMAC, mCLASS Data Analysis, IXL Data Analysis, Data Boards, STAAR Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Disaggregate and analyze data results from curricular assessments, STAR Reading, IXL and mClass to prioritize and address student needs.

Strategy's Expected Result/Impact: Implementation is measured by data analysis as documented in PLCs.

Impact is measured by: Unit assessment test scores, mClass scores, IXL progress measures and STAR Reading/Reading Renaissance results and curricular assessment results/analysis

Staff Responsible for Monitoring: Principals, Classroom Teachers, Instructional Coach

Funding Sources: Amplify, Renaissance Reading Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Implement an aligned curriculum in RLA and Math with weekly instructional coaching from Region III ESC Specialists.

Strategy's Expected Result/Impact: Implementation is measured by evidence of lesson internalization at PLCs, Vision Walks, T-TESS Observations/Walkthroughs

Impact is measured by: Increased student academic performance/outcomes on assessments (formative, unit/module, STAAR, mClass)

Staff Responsible for Monitoring: Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

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

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3

Professional Learning Communities designated for Professional Development, Data Analysis and MTSS Implementation

Strategy's Expected Result/Impact: Implementation is measured by evidence of student achievement outcomes, Vision Walks, T-TESS Observations/Walkthroughs

Impact is measured by: Increased student academic performance/outcomes on assessments (formative, unit/module, STAAR, mClass) and teacher implementation of Teach Like a Champion Strategies

Staff Responsible for Monitoring: Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2 HB3 Goal

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

HES provides teachers with the opportunity to attend professional development to help strengthen content knowledge and teaching skills, thus improving student achievement.

Training includes, but not limited to the following:

RLA Bluebonnet Curricular Training at Region III ESC
Math Bluebonnet Curricular Training at Region III ESC
TExES ESL 154 Academy
CPR Training
CPI Refresher Course
GT Update
Safety
Data Analysis/PLCs (on-going throughout school year)
Project Align PD/Training for Grade 5 Social Studies
Lead4ward Accountability for Leaders at Region III ESC (Cerny)
Legal Update with Jim Walsh (Cerny)
LPAC Training at Region III ESC (Arroyo)
Texas Assessment Conference (Cox)
Lead4ward for Leaders (Cerny)
Reading Academy
Teach Like a Champion (All Teachers)

Strategy's Expected Result/Impact: Implementation is measured through walk-through evaluations and assessment data analysis.
Impact is measured by student progress (scores, grades).

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

Funding Sources: Title II, Part A, PLCs, \$5,000, Title II, Part A, Contracted Services, \$2,500, Title II, Part A, Staff Development, \$8,284, Title V, Part B, Contracted Services, \$2,500, Title V, Part B, Staff Development, \$3,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3 HB3 Goal

Gifted and Talented Services will be improved due to increased consistency with Texas Performance Standards Project implementation.

Evaluation Data Source: Participation in TPSP at campus, district and regional level.
Master Schedule, Student Attendance Logs; Increased program monitoring by campus and district administrators; Workshop/Training Certificates

Summative Evaluation: Met Performance Objective

Strategy 1

Professional development opportunities for the GT Instructor based upon need.

Strategy's Expected Result/Impact:

Implementation is measured by teacher participation in trainings/workshops geared to accelerate instruction and foster critical thinking.

Impact is measured by assessment data, benchmark results and STAAR scores as well as participation in TPSP.

Staff Responsible for Monitoring: GT Teacher and Campus Administrators

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 4 **High Priority**

Close academic achievement learning gaps by enhancing MTSS systems, ensuring consistent progress monitoring and providing differentiated, data-driven instruction.

Evaluation Data Source: Implementation will be measured by scheduled MTSS meetings, student "movement" through the tiers, documentation.

Impact will be measured by student performance outcomes.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Actively monitor and analyze campus MTSS cycles with progress monitoring every six weeks using DMAC, mCLASS and IXL data.

Strategy's Expected Result/Impact: At-risk students receive systematic support and growth is consistently monitored.

Staff Responsible for Monitoring: Instructional Coaches, Principals, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

Teachers to create MTSS Learning Plans in DMAC as a guide for intervention plans. This allows for progress monitoring and recommendations.

Strategy's Expected Result/Impact: Implementation will be measured by the TEKS and student expectation data analysis through effective interventions.
Impact will be measured by increased student academic and behavioral outcomes.

Staff Responsible for Monitoring: Instructional Coaches, Principals, Interventionists, Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Goal 2

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

Performance Objective 1

Hunt Elementary will strive to attain 97% overall student attendance rate.

Evaluation Data Source: End of Year overall attendance rate

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Hunt Elementary students will have the opportunity to participate in attendance celebrations.

Strategy's Expected Result/Impact: Implementation is measured by attendance event/celebration documentation.

Impact is measured by student attendance rate.

Staff Responsible for Monitoring: Campus Administrators
Attendance Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 2 ☒ High Priority

Discipline referrals will decrease by 10% or more from previous school year due to minimizing class interruptions and implementing a paced, rigorous curriculum allowing for maximum focused learning time.

Evaluation Data Source: Referral data analysis in Educator Handbook

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Hunt Elementary will continue the implementation of PBIS.

Strategy's Expected Result/Impact: Implementation is measured by discipline referral data.
Impact will be a decrease of behavioral infractions and more time spent on learning.

Staff Responsible for Monitoring: PBIS Team

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

Implement and utilize programs to address bullying.

Strategy's Expected Result/Impact: Implementation will be measured by documentation and lesson plans. Impact will be measured by the number of reported bullying incidents.

Staff Responsible for Monitoring: Counselor, Campus Administrator, Bullying Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3

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

Evaluation Data 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 the end of the year to determine any changes in priority status.

Summative Evaluation: Met Performance Objective

Strategy 1

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

Strategy's Expected Result/Impact: 1. Implementation will be measured by sign in sheets and faculty meeting discussions. 2. Impact will be measured by staff indicating their understanding via an acknowledgement.

Staff Responsible for Monitoring: Leader: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 2

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

Strategy's Expected Result/Impact: Implementation will be measured by sign-in sheets at faculty discussion meetings.

Impact will be measured by staff indicating their understanding via an acknowledgement.

Staff Responsible for Monitoring: Leader: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 3

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

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: Implementation will be measured by meeting notes from summer planning sessions regarding registration.

Impact will be measured by accurate registration process for new and returning students.

Staff Responsible for Monitoring: Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

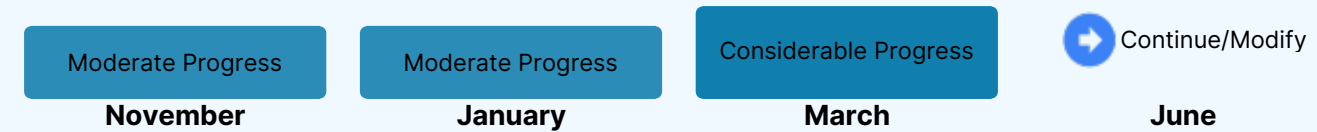
HES will provide students with age-appropriate information to prepare them for choices throughout high school and for college/technical courses, including college admissions, financial aid, grants and other scholarship opportunities.

Strategy's Expected Result/Impact: Implementation is measured by development of informational fliers and other promotional products for students and parents.
Impact is measured by student applications for postsecondary pathways.

Staff Responsible for Monitoring: Leader: Counselor.
Others involved: Principals

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 4 ☒ High Priority

Hunt Elementary will execute safety procedures.

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

Summative Evaluation: Met Performance Objective

Strategy 1

Hunt Elementary will practice routine safety drills.

Hunt Elementary will continue PBIS school-wide expectations.

Staff Responsible for Monitoring: Assistant Principal

Principal, Assistant Principal, Team Leaders, PBIS Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Hunt Elementary will implement health and safety procedures as outlined in CISD Wellness Plan.

Staff Responsible for Monitoring: Campus Administrators, Nurse, PPE Assignee

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

Formative Reviews

No Progress

November

No Progress

January

No Progress

March



Discontinue

June

Strategy 3

Hunt Elementary will improve the safety and security of the campus with the addition of Centegix.

Strategy's Expected Result/Impact: Impact will be measured by weekly door "sweep" logs and an increase emergency response times during routine safety drills.

Staff Responsible for Monitoring: Safety Committee

Funding Sources: School Safety and Security Grant (429) State Compensatory Education,

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

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Performance Objective 5

Health Initiatives for Students and Staff

Evaluation Data Source: Increased staff attendance due to less illness

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Health and Wellness Awareness Activities (i.e., Pink Out--Breast Cancer Awareness/Prevention)

Health and Wellness Committee

Strategy's Expected Result/Impact: Impact will be measured by staff attendance.

Staff Responsible for Monitoring: Campus Wellness Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

No Progress
March

 Discontinue
June

Goal 3

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

Performance Objective 1

Teachers at HES will conduct parent teacher conferences at least once a year.

Evaluation Data Source: Parent Participation in Events and End of Year Surveys

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers at HES will conduct face to face parent-teacher conferences a minimum of one time per school year.

Strategy's Expected Result/Impact: Implementation is measured by sign-in sheets/attendance. Impact is measured by increased academic performance and decreased discipline referrals.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 2

Hunt Elementary Staff and PTO will host multiple events to involve parents (Family Math Night, Family Reading Night, STAAR Information Night, Holiday Social, Field Day, etc.)

Strategy's Expected Result/Impact: Implementation is measured by attendance/participation at events.

Impact is measured by increased academic performance.

Staff Responsible for Monitoring: Campus Administrators, PTO Officers

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

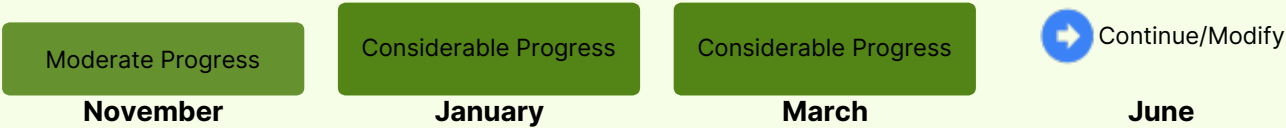
Strategy 3

Hunt Elementary teachers will maintain a parent communication log outlining positive parent contacts.

Strategy's Expected Result/Impact: Implementation is measured by the number of recorded parent contacts listed on log and submitted each six weeks.
Impact is measured by increased academic performance and decreased discipline referrals.
Additional phones are needed so that teachers can better communicate with parents and families in a confidential manner.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Formative Reviews



Strategy 4

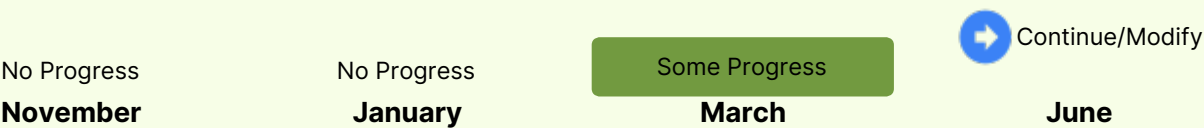
Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)

Strategy's Expected Result/Impact: Implementation is measured by sign-in sheets indicating participation.
Impact is measured by increased academic performance and decreased discipline referrals.

Staff Responsible for Monitoring: Campus Administrators
Student Service Parent Liaison

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

Formative Reviews



Goal 4

Recruit and retain highly qualified staff: Positions in Cuero ISD will be filled with certified staff.

Performance Objective 1 High Priority HB3 Goal

Hunt Elementary School will fully implement and follow Cuero ISD's district policy for recruiting and retaining highly qualified staff.

Evaluation Data Source: Teacher/Staff turnover rate, Staff Surveys, Campus Needs Assessment Feedback

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

HES will participate in local job fairs

Strategy's Expected Result/Impact: Implementation is measured by number of active applications with current vacancies filled prior to contract deadline.
Impact is measured by filling all vacancies with quality staff.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

No Progress
November

No Progress
January

Considerable Progress
March

 Continue/Modify
June

Strategy 2

HES will assign Instructional Coaching support to teachers.

Strategy's Expected Result/Impact: Implementation is measured by decreased turnover rate.
Impact is measured by increased academic performance and filling all vacancies with quality staff.

Staff Responsible for Monitoring: Campus Administrators & Campus Instructional Coaches

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

 Continue/Modify

Performance Objective 2

Ensure that teachers receive high quality professional development pertinent to the implementation of new curriculum.

Evaluation Data Source: Submission of certificates of completion and evidence of implementation from T-TESS and Vision Walk documentation.

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers actively participate in high quality training designed to enhance student outcomes.

Strategy's Expected Result/Impact: Implementation will be measured by certificates of completion and T-TESS and Vision Walk data.
Impact to be measured by increased student outcomes.

Staff Responsible for Monitoring: Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 5 Promote College and Career Readiness.

Performance Objective 1 HB3 Goal

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

Evaluation Data Source: Participation Rates, Survey Feedback

Summative Evaluation: Met Performance Objective

Strategy 1

Campus-Wide Career Day

Strategy's Expected Result/Impact: Implementation is measured by participation in event. Impact is measured by student career surveys.

Staff Responsible for Monitoring: Counselor, Career Day Committee

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 2 HB3 Goal

STREAM Class to integrate skills needed to thrive in post-secondary education fields and in career pathways.

Evaluation Data Source: Student participation in STEM enrichment clubs, STEM fair and in STREAM class.

Summative Evaluation: Met Performance Objective

Strategy 1

College shirt day (each Wednesday)

Strategy's Expected Result/Impact: Implementation is measured by promotion/advertising. Impact is measured by participation.

Staff Responsible for Monitoring: Campus Administrators, Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategy 2

STREAM to explore career pathways and teach digital citizenship.

Strategy's Expected Result/Impact: Awareness of career pathways for students. Increased digital responsibility and safety for students.

Staff Responsible for Monitoring: Principals, STREAM Teacher

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June



State Compensatory Education

State Compensatory

Budget for Hunt Elementary

Total SCE Funds: \$5,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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

Personnel for Hunt Elementary

Name	Position	FTE
Mary Arnold	Paraprofessional	1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The Campus Needs Assessment is a process that begins each Spring semester involving all key stakeholders. Input is provided and collected and then shared via CPOC meetings, faculty meetings, PLCs and Team Leader/Dept. Head meetings. Strengths are noted and needs are analyzed to determine validity and action plan. The final items are then included in the Campus Improvement Plan. The CPOC team meets at least quarterly each year to review the plan to make any updates and revisions as well as to report upon progress towards goals.

1.2 Location for Evidence of Multiple Meetings Held

Each meeting has a sign-in sheet, an agenda and minutes recorded. Meeting times are outside of the school day to allow for maximum participation of stakeholders.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan begins in the Spring semester of each school year for the following year. We seek feedback on the campus strengths and needs regarding the following categories: Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment and Retention, Curriculum/Instruction and Assessment, Family and Community Involvement/Engagement, School Organization, and Technology. Input is provided and collected and then shared via CPOC meetings, faculty meetings, PLCs and Team Leader/Dept. Head meetings. Strengths are noted and needs are analyzed to determine validity and action plan. The final items are then included in the Campus Improvement Plan. The CPOC team meets at least quarterly each year to review the plan to make any updates and revisions as well as to report upon progress towards goals.

2.2 Stakeholders 1114(b)(2)

Feedback is solicited through shared documents, surveys (student, staff, community/parents), meetings (Title I and Title III, CPOC, Faculty, PLCs, Team Lead/Dept. Head). Each meeting has a sign-in sheet, an agenda and minutes recorded. Meeting times are outside of the school day to allow for maximum participation of stakeholders.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is available at parent meetings/events throughout the school year upon request. Additionally, the plan is shared at CPOC, DPOC and at the October Board meeting as well as available on the Cuero ISD Website. The format is organized by common goals with performance objectives and strategies listed to support the implementation of the goals. Formative

assessments are conducted quarterly to assess progress of the strategies/actions within the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

These key components are integrated within the plan as applicable.

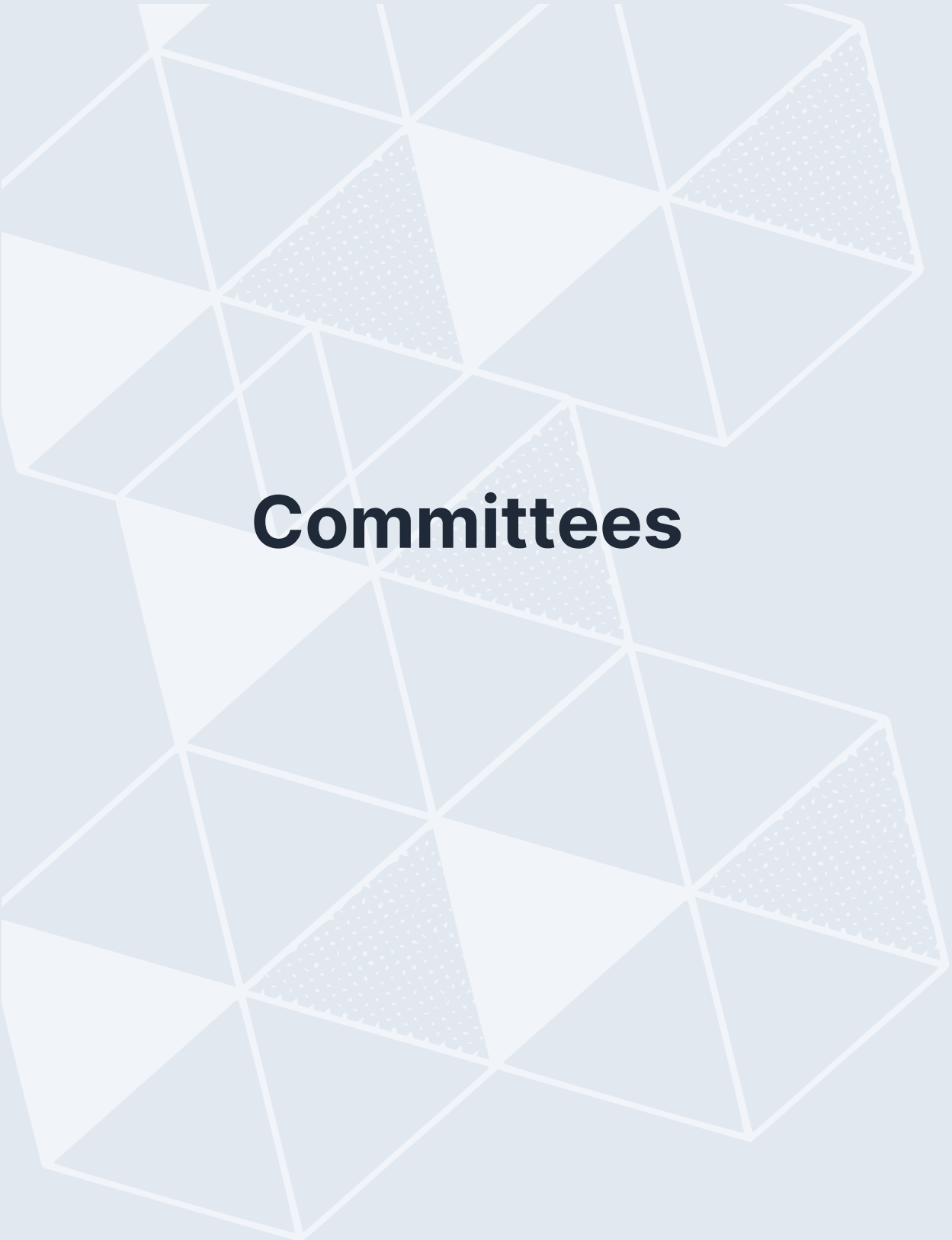
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Formative reviews are conducted quarterly and reflected in the Campus Improvement Plan. All documentation regarding the Campus Needs Assessment and Campus Improvement Plan are included within the document and/or housed in the shared Google Drive.

Title I Personnel

Name	Position	Program	FTE
A. Arroyo	Instructional Coach	All Core Subjects	1
Debra Mills	Math Interventionist	Math	1
Kelly Winkler	Instructional Coach	Reading	1
Venus Hardin	Math Interventionist	Math	0.4



Committees

Committees

Campus Performance Objectives Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2026 @ 4:00 PM	Library	--	--
February 17, 2026 @ 11:00 AM	Library	HUNT CPOC 2-17-26.pdf	Hunt Elementary CPOC Agenda, February 17, 2026.pdf
January 5, 2026 @ 11:00 AM	Library	hunt cpoc 01-05-26.pdf	Hunt Elementary CPOC Meeting Minutes Jan. 5, 2026.pdf
November 17, 2025 @ 4:00 PM	Conference Room	CPOC HUNT SIGN IN 11-17-25.pdf	Hunt Elementary CPOC Agenda, November 17, 2025.pdf
September 2, 2025 @ 4:00 PM	Library	cpoc sign in Sept. 2, 2025.pdf	Hunt Elementary CPOC Agenda, September 2, 2025 (1).pdf

Members

First Name	Last Name	Position	Committee Role
Crystal	Rice	PE Teacher	Classroom Teacher
Lydia	Cantu	4th Grade Teacher	Classroom Teacher
Deborrah	DeClements	Special Education Teacher	Classroom Teacher
Sara	Mayces	4th Grade Teacher	Classroom Teacher
Kiley	Vasquez	3rd Grade Teacher	Classroom Teacher
Kimberly	Fleener	Assistant Superintendent of C&I	District-level Professional
Julia	Stafford	Parent	Parent
James	McCarter	Assistant Principal	Administrator
Bridgette	Cerny	Principal	Administrator
Debbie	Baker	Community Representative	Community Representative
Kayla	Pickett	Business Representative	Business Representative
Jayme	Fortanas	3rd Grade Teacher	Classroom Teacher
Sherri	Sedlacek	5th Grade Teacher	Classroom Teacher
Kendall	Hart	2nd Grade Teacher	Classroom Teacher

Nancy	Hajovsky	5th Grade Teacher	Classroom Teacher
Cynthia	Marek	5th Grade Teacher	Classroom Teacher
Kelli	Cox	Student Support Teacher	Classroom Teacher
Jenny	Bryant	2nd Grade Teacher	Classroom Teacher



Funding Summary

Funding Summary

General Funds

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

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	School Safety and Security Grant (429)	--	\$0.00
				Sub-Total	\$0.00

Title I, Part A

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

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		PLCs	\$5,000.00
1	2	1		Contract ed Services	\$2,500.00
1	2	1		Staff Develop ment	\$8,284.00
				Sub-Total	\$15,784.00

Title V, Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		Contract ed Services	\$2,500.00
1	2	1		Staff Develop ment	\$3,500.00
				Sub-Total	\$6,000.00



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

Hunt Elementary CPOC Meeting
Tuesday, September 2, 2025
Location: Hunt Elementary Library
4:00-5:00 p.m.

1. Introduction of Members and Attendees
2. CPOC Overview
 - Role/Purpose: Establish and review the campuses' educational plans, goals, performance objectives and major classroom instructional programs.
 - Composition of CPOC: 2/3 Classroom Teachers, 1/3 Other campus level staff, parents, community representative(s), business representative(s)
 - Responsibilities of Campus Teachers/Staff Members: Provide input to CPOC Team; commit to two-way communication; support decisions once made; monitor student learning outcomes; maintain accountability for student achievement
 - Responsibilities of Parents/Business Representatives/Community Members: Serve as a liaison with community; represent school/district positively to community; support decisions once made; make a commitment to two-way communication; take an active role in explaining school mission/vision to community; model campus values and beliefs
3. Data Sharing/Accountability Ratings
4. Campus Improvement Plan & Performance Objective Development
 - Goal 1: Improve Student Achievement
 - Performance Objective(s):
 - Goal 2: Safe and Optimal Environment
 - Performance Objective(s):
 - Goal 3: Parent/Family and Community Engagement
 - Performance Objective(s):
 - Goal 4: Recruit and Retain Highly Qualified Staff
 - Performance Objective(s):
 - Goal 5: Promote College and Career Readiness
 - Performance Objective(s):
5. Campus Needs Assessment/Survey Review from 2024-2025
6. Campus Program Updates
 - Bluebonnet (RLA, Math)
 - Vertically & Horizontally Aligned
 - Contains the Rigor, Vocabulary, Concepts that meet state expectations
 - Cross-Curricular
 - Reduces the need to "supplement" with other resources
7. Recommendations to consider taking to Team Leads/Dept. Head Team, Admin Team and/or DPOC:
 - Suggestions brought to CPOC Representatives (open forum)
8. Adjournment

HUNT ELEMENTARY SCHOOL

School/Parent & Family/Student Partnership Pledge

2025-2026

The staff of Hunt Elementary School has formed a partnership with its students and their parents/guardians/families to facilitate student learning for improved student achievement and the attainment of the State's high academic standards.

The Staff of Hunt Elementary pledge to:

- ***Provide a safe and supportive environment for children to learn***
 - Utilize the Raptor Security System for school visitors; Security Cameras; Centegix
- ***Provide high quality curriculum tied to the State's student performance standards***
 - Aligned, High Quality Instructional Materials
- ***Provide qualified faculty and staff to ensure high-quality instruction and support***
- ***Strive to identify and address students' unique needs***
- ***Involve parents in decisions relating to the education of their children***
- ***Communicate regularly with parents on their student's progress and needs***
 - Blackboard Connect; Progress Reports; Report Cards; Annual Parent/Teacher Conferences; District Website and District Facebook; Newsletters

Parents/Guardians/Families pledge to:

- ***Provide a safe and supportive environment for children to grow and develop***
 - ***Send students to school on time and prepared to learn***
 - ***Encourage student learning by monitoring student's homework***
 - ***Visit school often and participate in school activities including:***
 - Open House/Meet the Teacher, Parent-Teacher conferences, Events with the Counselor; Parent Teacher Organization, and other related activities
- ***Work closely with the classroom teacher(s) to ensure the success of their student***
- ***Adhere to school rules and provide direction to their student***
- ***Take a stand against alcohol and drug abuse***

Students pledge to:

- ***Be active participants in their own learning***
- ***Be responsible learners***
- ***Complete all classwork and homework***
- ***Follow school rules***
- ***Attend school regularly***
- ***Promote school safety***
- ***Not be a "Bully" and to treat others as you would want to be treated***

Signatures:

Principal: _____

Parent/Guardian: _____

Student: _____

Date: _____

Hunt Elementary STAAR 2024 - 2025

Test	Approaches	Meets	Masters	Did Not Meet
State 3rd Reading	26%	29%	23%	22%
Region 3rd Reading	30%	30%	16%	23%
Hunt 3rd Reading	30%	28%	20%	21%
State 3rd Math	25%	26%	19%	30%
Region 3rd Math	27%	25%	15%	32%
Hunt 3rd Math	25%	27%	19%	30%
State 4th Reading	28%	30%	24%	19%
Region 4th Reading	32%	31%	17%	19%
Hunt 4th Reading	35%	30%	23%	13%
State 4th Math	23%	22%	24%	32%
Region 4th Math	24%	22%	21%	33%
Hunt 4th Math	26%	35%	14%	24%
State 5th Reading	19%	28%	30%	23%
Region 5th Reading	22%	28%	25%	25%
Hunt 5th Reading	22%	33%	17%	28%
State 5th Math	27%	24%	22%	27%
Region 5th Math	28%	24%	19%	28%
Hunt 5th Math	29%	23%	11%	37%
State 5th Science	34%	17%	12%	36%
Region 5th Science	35%	18%	11%	36%
Hunt 5th Science	35%	20%	20%	29%

Hunt Elementary

STAAR/EOC Scaled Score/ Rating	Hunt 2019	Hunt 2020	Hunt 2021	Hunt 2022	Hunt 2023	Hunt 2024	Hunt 2025
Overall	71/C	NOT RATED	NOT RATED	83/B	74/C	70/C	74/C +4
Student Achievement	71/C	–	–	75/C	72/C	72/ C	74/C +2
STAAR Performance	71	–	–	75	72	72	74 +2
College, Career, and Military Readiness	–	–	–	–	–	–	–
Graduation Rate	–	–	–	–	–	–	–
School Progress (70%)	70/C	–	–	85/B	78/C	74/C	75/C +1
Academic Growth	67/D	–	–	85/B	78/C	62/D	71/C +9
Relative Performance	70/C (65.9% ECO DIS)	–	(66.9% ECO DIS)	79/C (67.4% ECO DIS)	75/C (67.3% ECO DIS)	74/C (66% ECO DIS)	75/C (61% ECO DIS) +1
Closing the Gaps (30%)	71/C	–	–	78/C	66/D	61/D	71/C +10
Distinction Designation(s)	None Identified for targeted Support and Improvement			Academic Achievement in Science	Academic Achievement in Science Top 25%: Comparative Academic Growth	Academic Achievement in Science	Academic Achievement in Science

Hunt Elementary School

Parent and Family Engagement Plan 2025-2026

1. The Hunt Elementary school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Continue small group reading assistance with community, family and parent volunteers
- Continue to host Grandparents Day Celebration
- Continue to host Family Thanksgiving Feast
- Continue annual parent conferences
- Continue PTO Programs, Meetings and Special Events
- Continue Meet the Teacher
- Continue STAAR meetings with parents and families
- Continue to assist with PTO fundraisers
- Continue to foster a positive and parent-friendly family environment
- Publicize the program availability and offerings through multiple communication sources (newsletters, website, district Facebook, Blackboard Connect)
- Utilize bilingual employees in translating as needed to support communication for all

2. The Hunt Elementary school will take the following actions to involve parents and community in the joint development of its Campus-Level parent and family engagement plan:

- Parent and family members on CPOC
- Parent Teacher Organization
- Annual Parent/Family Conferences

3. The Hunt Elementary school will take the following actions to involve parents and family engagement in the process of school review and improvement:

- Annual Parent Surveys
- Parent Teacher Organization
- Parent/Family members on CPOC
- Annual Parent Conferences
- Title I Parent Meetings/Transition Event

4. The Hunt Elementary school will coordinate and integrate parental and family engagement strategies under the following other programs:

- Campus Wellness Team
- Events with the Counselor
- DeWitt County Extension Agent – Texas A&M AgriLife Extension

- Gulf Bend Center
- MidCoast Family Services

5. The Hunt Elementary school will take the following actions to conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parental and family engagement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents and families in parental and family engagement activities (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The campus will use the findings of the evaluation about its parental and family engagement policy and activities to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents and families), its parental and family engagement policy.

- Parent surveys created/generated by district, disseminated by campus; Data and input received will be used to create parent and family engagement activities

6. The Hunt Elementary school will build school, parent and family capacity for strong parental and family engagement, in order to ensure effective involvement of parents/families and to support a partnership among the school involved, parents, families and the community to improve student academic achievement through the following activities described below:

A. The Hunt Elementary school will, with the assistance of the district, provide assistance to Parents and Families of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The program requirements of Title I, Part A
- How to monitor their child's progress, and how to work with educators
- Parent Conferences
- STAAR meetings
- Progress Reports/Report Cards
- STAAR Assessments
- State Parent Assessment Reports as received from TEA

B. The Hunt Elementary school will, with the district, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental and family engagement by:

- Meet the Teacher
- Parent/Teacher Conferences

- Events with the Counselor
- PTO Meetings
- STAAR Informational Meetings
- District & Campus Parenting Meetings; Activities in Literacy and Math
- Science Fair/Makers Faire
- Book Fair/Family Literacy Night
- Family Math Night
- RtI Services/504 Services/Special Education Services

C. The Hunt Elementary school will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents and families, and on how to implement and coordinate parent and family programs and build ties among parents, families and schools by:

- Staff Development
- Faculty Meetings
- Teacher Memos as necessary

D. The Hunt Elementary school will, to the extent feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with Head Start, CISD Family Center, and The Boys and Girls Club. The school will also conduct other activities, such as parent and family resources centers, which encourage and support parents and families in more fully participating in the education of their children by:

- Free Transportation
- Parent/Student Resources
- Child Care
- Free Breakfast and Lunch Services

E. The Hunt Elementary school will take the following actions to ensure that information related to the school and parent/family-programs, meetings, and other activities is disseminated to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Newsletters
- Blackboard Connect
- Social Media Networks – District Website, District Facebook
- Newspaper Articles

7. The Hunt Elementary School will help maintain a Safe and Drug-Free School by:

- Active participation and implementation of safety measures by Campus Safety Committee consisting of staff, parents/family members, community members
- Red Ribbon Week Activities
- Anti-Bullying Programs/Bullying Committee
- Emergency Management Training for staff
- Routine emergency drill practice for the campus
- Provide time-out and restraint training necessary to comply with state regulations
- Continue to evaluate and maintain campus security devices such as cameras, access control, fire alarms, visitor management systems, and portable radios
- Utilize Raptor system to monitor entry and access to campus facilities
- Enforce campus procedures and expectations as outlined in PBIS matrix
- Provide materials as needed to students, parents and families for prevention of drugs, alcohol, violence, physical or verbal aggression and bullying
- Provide diversity training
- On-site security guard

8. The Hunt Elementary School will help promote College and Career Readiness by:

- Annual Career Day Event
- College Shirt (Wednesdays)
- College Memorabilia throughout campus
- Guest Speakers to visit campus throughout year promoting local careers within the community
- STREAM Class for all students

NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated to school safety.

8. ADOPTION

The Hunt Elementary School Parental and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the **Cuero Independent School District** on and will be in effect for the period of July 1, 2025 to June 30, 2026. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2025.

(Signature of Authorized Official)

(Date)

Hunt Elementary CPOC Meeting
Tuesday, September 2, 2025
Location: Hunt Elementary Library
4:00-5:00 p.m.

1. Introduction of Members and Attendees
2. CPOC Overview
 - Role/Purpose: Establish and review the campuses' educational plans, goals, performance objectives and major classroom instructional programs.
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 - Performance Objective(s):
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 - Performance Objective(s):
 - Goal 5: Promote College and Career Readiness
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 - Bluebonnet (RLA, Math)
 - Vertically & Horizontally Aligned
 - Contains the Rigor, Vocabulary, Concepts that meet state expectations
 - Cross-Curricular
 - Reduces the need to "supplement" with other resources
7. Recommendations to consider taking to Team Leads/Dept. Head Team, Admin Team and/or DPOC:
 - Suggestions brought to CPOC Representatives (open forum)
8. Adjournment

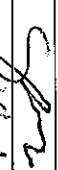
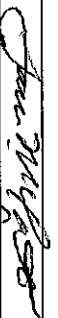
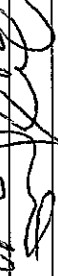
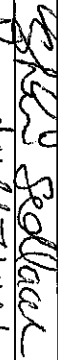
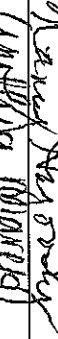
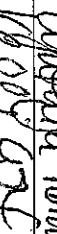
Meeting Minutes:

Ms. Cerny reviewed the campus goals. The committee formulated performance objectives and discussed implementation, impact and measurement. The committee reviewed and analyzed state accountability and our campus' performance over the past several years citing comparisons to state and regional scores as well as student academic performance/growth. The committee reviewed the campus needs assessment noting strengths and needs in each area. The Bluebonnet curriculum implementation was also discussed noting the alignment, rigor and expectations. The meeting concluded with a question and answer session about safety and general campus procedures/expectations. Adjournment was 5:28 p.m.

Campus Performance Objectives Committee

Meeting Date: September 2, 2025 at 4:00 p.m.

Library

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

Hunt Elementary Campus Needs Assessment Working Document

2025-2026

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

- Strengths: 5th grade really benefited from smaller class sizes this year (2nd grade agrees)
- Needs: At-risk students would benefit from a mentor teacher/staff member that checked in on them a couple of times per year (could have a sign-up sheet at onset of school year); quick "class meetings" practiced at beginning of year could train students to use their "It bothers me when" phrase to solve conflicts anywhere around school (all staff would know this phrase to support minor conflict resolution and increase student confidence)

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

- Strengths: Multitude of DATA tracking, KCox's data spreadsheet makes information easy to access; Interim and STAAR testing days run smoothly for whole campus
- Needs: Like TPRI, maybe look into a math fluency/placement test at the end of first grade due to more students lacking math fact knowledge-Mad Minute for each grade level to support fact retention?
- Strengths: Data boards are excellent for tracking and I appreciate the ease of finding information.
- Needs: Consistency across grade levels for "phrases" and anchor charts, etc... to help students remember information, especially for math. For example: a flow chart for whether students should add, subtract, multiply, or divide based on total or no total, etc... It would be beneficial to use the same process and reminders across grade levels.
- Needs: Consistency for testing and tracking math fact fluency. From addition and subtraction in lower grades to multiplication and division in upper grades. If not all teachers are monitoring and assessing student progress in a similar way, student success is difficult to track and makes it more difficult for students to find success with computation as they enter older grades.
- Need: A reward system for students pertaining to math. AR rewards students for reaching AR goals. Students may be more motivated to learn skills and facts for math if it's reward based. Some teachers do this in their classroom on their own, but it can be costly and is not consistent throughout grade levels.

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

- Strengths: Having a day for Parent/teacher conferences. Positivity from admin. Productive feedback from admin, campus leaders and staff make it a joy to come to work daily, teachers treated to surprise treats being wheeled down hallways by administrators, front office staff- secretary, nurse, and receptionist work seamlessly to make whole campus run efficiently
- Needs: To add onto the strength listed above, it would be helpful to hold a second day for parent/teacher conferences in the spring as well. Whether in early February or just after spring interim for example. Student effort, achievement, behavior, etc... can often shift from the start of the year by this point, and it would be helpful to have a chance to address any concerns with parents with more data once we know students more and to have a chance to celebrate student achievements with parents as well.
- Needs: To add to positivity, perhaps we could have a board posted somewhere in the office/workroom for teachers and staff to celebrate each other. Leave notes and positive comments for good things we see happening or even show appreciation. There could even be a station to slip appreciation comments to admin anonymously, whether showing appreciation for admin themselves or allowing teachers to share something positive/appreciative about a colleague they may want admin to be aware of.
- PBIS procedures are still a concern in upper grade levels. There is often one triad/quad that is making sincere efforts to follow PBIS procedures in the hallways while the other triad/quad of the grade level is much more lax. While it does not pose too many concerns early in the year as concerns are minor at first, the longer PBIS procedures are ignored or not followed, the more concerning behavior in the hall becomes. Students with teachers that do not stress the importance of following hallway expectations often completely ignore redirection from teachers that DO stress PBIS expectations. Students at this point in the year even begin to laugh/mock at teachers trying to redirect them because they become so used to doing what they would like in the hall. It also makes it more difficult for teachers pushing PBIS procedures as our classes see how the others behave. I'm not one to push unnecessary consequences on teachers and staff, but this is an ongoing issue in the older grade level hallways, and the same concerns keep happening.

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

- Strengths: most teachers are fully certified, Professional development provided yearly,
- Needs: help with finding professional development throughout the school year that pertains to the subject(s) we teach, not just the district curriculum resources

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

- Strengths: Planning days, weekly team planning, collaboration with MTSS and tiered students, Dyslexia and Resource support students and teachers, PE coaches explicitly taught the rules for each game, so students can have deeper enjoyment, and they utilize Turn/Talk activities to increase positive, peer relationships; students LOVE Stream Lab activities; paraprofessionals are engaging students/supporting teachers every day
- Strength: Our wide variety of resources is amazing, and help from other teachers (i.e. Mrs. Hardin) for pulling aside students that just need that extra push is incredibly helpful. Sometimes teachers do not have as much time to work one on one or small group with students on things when it's a long term concept concern and having extra support step in is incredibly helpful and appreciated.
- Needs: IXL step into the arena is very time consuming for students to do weekly, especially when 2 days are allocated to reading and 2 to math. It would be helpful to do bi-weekly arena checks instead of monthly. Students would then have more time to practice skills and we'd still get enough "checks" along the way to monitor progress.
- Needs: While several if not most teachers have MTSS time for their own students, it would be helpful to have MTSS time with our own time slot and students in all grade levels. One section of fourth grade, for example, has their own MTSS time with their classes while the other triad does MTSS for math and reading only with their science and social studies teacher. While it may reduce some of the time allocated to math/reading, I would REALLY love to have MTSS back in math and reading with their own subject based teachers. It will allow for more targeted help and instruction during those times.
- Needs: Decrease a reading assessment (Amplify, DRA, STAR reading, weekly progress monitoring). The second grade would like Brainpop Jr. back. Fourth grade would benefit from Flocabulary again-engaging videos for tricky, academic topics-complex/compound sentences, figurative language, theme, etc...
Can we assess IXL levels monthly instead of weekly?

- Needs: Teachers need to utilize the adopted curriculum resources for alignment, rigor and consistency purposes and refrain from relying so heavily on outside, non-research based sources (such as TPT); use the workbooks instead of making “packets”

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

- Strengths: family newsletters, dojos, home newsletters, Magical Mondays, Reading/Math night, STAAR night, Scholastic Book Fair
- Needs: Fall Fest back

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

- Strengths: great communication weekly newsletters. No morning duty allows for tutorials or make up work before school day begins, clubs/UIIL, tutorials, safety drills w explicit expectations and practice build confidence in safe environment; counselors show expertise with student needs via counseling and communicating with staff, Scholastic Book Fair is always awesome
- Needs:

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

- Strengths: Technology is very quick to respond to our needs and always willing to help,
- Needs: Lunch-n-Learn with grade levels (3-5) where Technology shares more tips on digital citizenship