

HUNT EL 042

Campus Improvement Plan 2026/2027

Committed to Excellence



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Mission

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.

Nondiscrimination Notice

HUNT EL 042 does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Goal 1. Improve Student Achievement

Objective 1. (Increase Academic Accountability Rating (RLA Focus)) To increase the campus accountability rating score from a 72 to an 80 (from a C rating to a B rating). Domain 1 RLA targets include the following: 3rd RLA--83% at Approaches, 53% at Meets, 25% at Masters 4th RLA--86% at Approaches, 55% at Meets, 25% at Masters 5th RLA--83% at Approaches, 55% at Meets, 26% at Masters

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will track academic performance data using data tracking systems, noting progress and areas of need. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	September 2026-May 2027	(O)Internet, (O)Local Budget Data	Criteria: Student growth outcomes on unit and module assessments, diagnostic assessments and progress monitoring measures BOY to MOY to EOY. 09/21/26 - Some Progress
2. Implementation of HQIM focusing on TEKS specific areas of need during MTSS time periods within the instructional school day. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT,M,F,AtRisk,Dys,FC,HS,504,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	September 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Walkthrough data, student "movement" through the tiers 10/13/26 - Some Progress
3. Teachers will implement targeted instructional strategies aligned with STAAR readiness and spiral reviews in order to increase performance across all levels (Approaches, Meets, Masters). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Special Ed Teachers, Teacher(s)	September 2026-May 2026	(O)Local Budget Data	Criteria: Criteria: STAAR Assessment results showing a 3-5% improvement in each of the performance levels (Approaches, Meets and Masters) 10/13/26 - On Track
4. Students have the opportunity to participate in the Accelerated Reader program, set individual reading goals, and earn rewards based upon their progress/achievements. Throughout the year, students will be recognized for meeting their goals each grading period. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(L)Activity Funds	Criteria: Criteria: AR participation records showing the number of students enrolled, quiz completions, and progress towards set reading goals. Data from the AR program tracking students who earn rewards. 10/13/26 - On Track
5. To improve literacy skills across grades 2-5, the campus will implement and vertically align	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Teacher discussion and reflection during

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
the RACE strategy: • R – Restate the question or prompt in your own words to form an introductory statement. • A – Answer all parts of the question clearly and directly. • C – Cite specific evidence, quotes, or details from the text to support your answer. • E – Explain how your cited evidence proves or connects to your answer (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1)				weekly RLA PLCs. Vertical alignment meetings on scheduled staff development days. 10/13/26 - Some Progress
6. Modify the Grade 2 Schedule to include a "built-in" tutorial time within the school day to focus on RLA skills based upon mClass data. All available personnel will work with designated student groups for 30 minutes, two times per week for RLA. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 2nd) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Principal, Teacher(s)	October 2026-March 2027	(O)Local Budget Data	Criteria: Criteria: Student academic growth outcomes on diagnostic and unit assessments. 10/19/26 - Some Progress
7. Implement Really Great Reading Phonics to supplement core RLA instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 2nd) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Teacher(s)	October 2026-May 2027		Criteria: Criteria: Increase students at or above benchmark on diagnostic mClass assessments. Increase IXL levels and STAR grade equivalency. 10/19/26 - No Progress

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Goal 1. Improve Student Achievement

Objective 2. (Increase Academic Accountability Rating (Math Focus)) To increase the campus accountability rating score from a 72 to an 80 (from a C rating to a B rating). Domain 1 Math targets include the following: 3rd Math--72% at Approaches, 46% at Meets, 24% at Masters 4th Math--72% at Approaches, 49% at Meets, 24% at Masters 5th Math--89% at Approaches, 49% at Meets, 22% at Masters

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will track academic performance data using data tracking systems, noting progress and areas of need. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Student growth outcomes on unit and module assessments, diagnostic assessments and progress monitoring measures BOY to MOY to EOY. 10/13/26 - Some Progress
2. Implementation of HQIM focusing on TEKS specific areas of need during MTSS time periods within the instructional school day. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Classroom Teachers, (O)Local Budget Data	Criteria: Criteria: Walkthrough data, student movement through the tiers, student learning plan data in DMAC 10/13/26 - Some Progress
3. Teachers will implement targeted instructional strategies aligned with STAAR readiness and spiral reviews in order to increase performance across all levels (Approaches, Meets, Masters). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Special Ed Teachers, Teacher(s)	September 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: STAAR Assessment results showing a 3-5% improvement in each of the performance levels (Approaches, Meets and Masters) 10/13/26 - On Track
4. To improve mathematical skills across grades 2-5, the campus will implement and vertically align the CUBES strategy: • C — Circle the numbers and units/labels in the problem. • U — Underline the question you need to answer. • B — Box key math words or operation clues (e.g., total, difference, more, left). • E — Evaluate (or Eliminate extra information) to figure out what steps or operations are needed. • S — Solve the problem and Check your work to see if the answer makes sense. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Teacher discussion and reflection during weekly math PLCs. Vertical alignment meetings on scheduled staff development days. 10/13/26 - Some Progress

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Goal 1. Improve Student Achievement

Objective 2. (Increase Academic Accountability Rating (Math Focus)) To increase the campus accountability rating score from a 72 to an 80 (from a C rating to a B rating). Domain 1 Math targets include the following: 3rd Math--72% at Approaches, 46% at Meets, 24% at Masters 4th Math--72% at Approaches, 49% at Meets, 24% at Masters 5th Math--89% at Approaches, 49% at Meets, 22% at Masters

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4) (ESF: 5,5.1)				
5. Modify the Grade 2 Schedule to include a "built-in" tutorial time within the school day to focus on math skills based upon module data. All available personnel will work with designated student groups for 30 minutes, two times per week for math. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: 2nd) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Principal, Teacher(s)	October 2026-March 2027	(O)Local Budget Data	Criteria: Criteria: Student academic growth outcomes on diagnostic and unit assessments. 10/19/26 - Some Progress

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Goal 1. Improve Student Achievement

Objective 3. (Increase Academic Accountability Rating (Science Focus)) To increase the campus accountability rating score from a 72 to an 80 (from a C rating to a B rating). Domain 1 Science targets include the following: 5th Science--86% at Approaches, 26% at Meets, 29% at Masters

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will track academic performance data using data tracking systems, noting progress and areas of need. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Classroom Teachers, (O)Local Budget Data	Criteria: Student growth outcomes on unit and module assessments, diagnostic assessments and progress monitoring measures BOY to MOY to EOY. 10/13/26 - Some Progress

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Goal 1. Improve Student Achievement

Objective 4. (Academic Growth) 75% of students who will show expected or accelerated growth on STAAR Reading and STAAR Math in Grades 4 and 5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school will establish a data-driven culture by utilizing student data folders, data analysis PLCs, and assessment analysis to monitor and track student progress towards TEKS and STAAR standards. This will enable routine evaluation and adjustment of instruction to support student academic growth. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Review of data tracking tools to ensure they are up-to-date and being actively used to monitor routine student progress. 10/13/26 - Some Progress
2. Teachers will conduct student conferences to set, review, and adjust individual growth goals for STAAR Reading and STAAR Math, ensuring each student has a clear plan for achieving categorical growth by the end of the year. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Conference logs or schedules showing the frequency of student conferences, along with documented adjustments to growth goals based on the discussions during the conferences. 10/13/26 - Some Progress
3. Teachers will assign tasks in the IXL platform to support students in reaching their categorical growth goals for STAAR Reading and STAAR Math, utilizing data from assessments and student conferences to provide targeted instructional strategies and interventions. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Review of action plans that are tailored to student needs with evidence that teachers are providing additional support or accelerated instruction to help students meet academic growth goals. 10/13/26 - Some Progress

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Goal 1. Improve Student Achievement

Objective 5. (Close Academic Learning Gaps) Students will demonstrate improved STAAR performance moving from a "D" rating in 2026 to a "C" rating in 2027 in Domain 3

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HB 1416 students will have opportunities to receive targeted, accelerated instruction in both Reading and Math based upon individual learning needs, with a focus on STAAR readiness standards to foster academic growth (Tiers 1, 2, 3, MTSS block, before school tutorials). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: 75% of HB 1416 students will show categorical growth in both STAAR Reading and Math by the end of the school year. 10/13/26 - Some Progress

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Goal 1. Improve Student Achievement

Objective 6. (ESL/EB Support) To improve academic outcomes for ESL/EB students, the school will provide the New ELPS training to teachers and support ESL certification as district requires for core teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in ongoing staff development as appropriate through Region III ESC and participate in the New ELPS training focused on techniques to support both language acquisition and content learning strategies for ESL/EB learners in support of improving academic practices. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Records showing participation in New ELPS training prior to October 30, 2026. ESL Certification attainment for all core teachers. 10/13/26 - Some Progress
2. ESL students will engage in weekly practice of listening, reading, writing and speaking using the Study Cat and Duo Lingo platforms designed to support language development. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5,5.1)	Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: ESL/EB participation logs of Study Cat and Duo Lingo practice items focusing on listening, reading, writing and speaking skills. Measurement: Monitoring data from the platforms showing student engagement and completion of practice session items. 10/13/26 - Some Progress

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Goal 2. Safe and Optimal Environment

Objective 1. (Attendance) Hunt Elementary will strive to attain 97% overall student attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be recognized for excellent attendance each six weeks. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal	August 2026-May 2027	(L)Activity Funds	Criteria: Criteria: Attendance tracking weekly and attendance awards each six weeks 10/13/26 - Some Progress

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Goal 2. Safe and Optimal Environment

Objective 2. (Student Behavior) Positive Student Behavior for a Safe and Secure Learning Environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be rewarded each six weeks for demonstrating good character and effort. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2)	Assistant Principal(s), Principal, Teacher(s)	August 2026-May 2027	(L)Activity Funds	Criteria: Criteria: Data from Educator Handbook; conduct grades; number of award recipients each six weeks. 10/13/26 - On Track
2. 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. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027	(O)Local Budget Data - \$800	Criteria: Criteria: The number of disciplinary reports (i.e., office referrals, suspensions, or behavior-related incidents) decreases due to consistent implementation of PBIS. 10/13/26 - Some Progress
3. The campus counselor will provide character education classes on designated PLC Fridays throughout the school year, tailored to grade-level needs while incorporating lessons that encompass anti-bullying and bullying awareness, friendship, coping skills, good character, etc. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Calendar tracking of lessons/sessions, participation in Bully Buster Club, number of bullying investigations/reports of bullying 10/13/26 - On Track

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Goal 2. Safe and Optimal Environment

Objective 3. (Safety) Hunt Elementary will train, execute and monitor safety drills and procedures (i.e., Fire, Shelter in Place, Lockdown, Secure and Hold) using Centegix.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will execute procedures and protocols during routine safety drills. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2)	Assistant Principal(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Documentation drill logs 10/13/26 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Assistant Principal(s)	August 2026-July 2027	(L)Activity Funds	Criteria: Criteria: Documentation Logs 09/18/26: Completed, Up-to-date 10/13/26 - On Track

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Goal 2. Safe and Optimal Environment

Objective 4. (Security) Administration will ensure that there is a trained/certified Guardian on campus who has access to firearms for safety of all students, staff and stakeholders on site.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Trained Guardian(s) on site who have access or armed for protection of students, staff and stakeholders. (Target Group: All) (ESF: 3)	Assistant Principal(s), Principal	July 2026-July 2027	(O)Local Budget Data	Criteria: Maintaining of licenses and/or certifications as required per the Guardian program. 10/13/26 - On Track

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Goal 3. Parent/Family and Community Engagement

Objective 1. (Parent-Teacher Conferences) Teachers at HES will conduct parent teacher conferences at least once a year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers meet with parents/families to discuss student progress and academic supports. (Title I SW Elements: 1.1,2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.4)	Teacher(s)	September-October 2026	(O)Local Budget Data	Criteria: Criteria: Parent sign-in sheets; completed Parent Partnership Pledges 10/13/26 - Significant Progress

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Goal 3. Parent/Family and Community Engagement

Objective 2. (Parent/Family Engagement Events) Hunt Elementary Staff and PTO will host multiple events to involve parents--Title I Meetings, PTO Meetings, Title III Meetings, Fall Festival, Holiday Sing Along, Awards Ceremonies, Academic Night/Book Fair, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advertisement and participation in parent/family/community engagement activities. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026-May 2027	(O)Internet, (O)Local Budget Data	Criteria: Criteria: Participation in events; sign-in sheets; feedback from parents/community. 10/13/26 - On Track

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Goal 3. Parent/Family and Community Engagement

Objective 3. (Parent/Family Communication) Hunt Elementary teachers will maintain a parent communication log outlining positive parent contacts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will submit a parent-teacher contact log each six weeks, documenting information shared about students. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Teacher(s)	August 2026-May 2027	(O)Classroom Teachers	Criteria: Criteria: Parent contact logs submitted each six weeks. 10/13/26 - On Track

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Goal 3. Parent/Family and Community Engagement

Objective 4. (Parent/Family/Community Communication) Principal will utilize Blackboard Connect to post newsletters and campus events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will receive routine communication (weekly/bi-weekly) via school newsletter shared through email and blackboard connect. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Principal	August 2026-May 2027	(O)Internet	Criteria: Criteria: Sign-in sheets from meetings and school events and feedback from parents/community. The campus will utilize Blackboard connect to keep parents informed and engaged. 10/13/26 - On Track

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Goal 4. Recruit and Retain Highly Qualified Staff

Objective 1. (Recruitment/Hiring of Personnel) Hunt Elementary School will fully implement and follow Cuero ISD's district policy for recruiting and retaining highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advertise openings and interview prospective candidates as an instructional committee. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal(s), Principal, Teacher(s)	As Needed	(O)Internet	Criteria: Criteria: Advertisement, interviewing and vetting of personnel with strategic placement given certification and experience. 10/13/26 - Some Progress 10/13/26 - On Track

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Goal 4. Recruit and Retain Highly Qualified Staff

Objective 2. (Professional Development/Training) Ensure that teachers receive high quality professional development pertinent to the implementation of curriculum components.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prep Mentorship Program (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Deputy Superintendent, Principal, Teacher(s)	August 2026-May 2027	(O)Local Budget Data	Criteria: Criteria: Coaching sessions and feedback designed to enhance curriculum implementation and delivery. 10/13/26 - On Track

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Goal 5. Promote College and Career Awareness/Readiness

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hunt Elementary will host a Career Day event showcasing various career fields throughout the area and beyond. Presenters will share information about the skills and education needed for each particular profession/job, field questions, and convey the importance and duties that each entails. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Principal, Teacher(s)	March-May 2027	(L)Activity Funds - \$1,200	Criteria: Criteria: Career Day Event 10/13/26 - No Progress

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Goal 5. Promote College and Career Awareness/Readiness

Objective 2. (STREAM) STREAM Class to integrate skills needed to thrive in post-secondary education fields and in career pathways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student exposure to career fields and opportunities through STEM exploration. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 5,5.1)	Teacher(s)	August 2026-May 2027	(O)Local Budget Data - \$500	Criteria: Criteria: STEM Fair participation in Spring 2027, walkthrough/observation data. 10/13/26 - Some Progress 10/13/26 - On Track

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Strengths:

- Class sizes maintain a 22:1 ratio.
- 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.
- Academic and Attendance incentives and recognition are given routinely.
- Minimal to no students withdrew during 2024-2025 because they were unhappy with our campus.
- Students at Hunt Elementary are very accepting of new students regardless of race or ethnicity or student abilities.
- Student diversity is abundant.
- Student to Teacher ratio rates are optimal. Most homeroom classes have 18-22 students per teacher.
- 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.

Demographics Weaknesses

Our student groups have vast discrepancies on STAAR, thus resulting in a "D" rating in Domain 3-Closing the Gaps.

Problem Statement: The campus is challenged by the percentage of economically disadvantaged students, which remains high. This is a significant concern for our school as research shows that students living at or near poverty face unique hardships for learning.

Root Cause: Recent professional development was focused on new instructional resources and not differentiating for the ECD population.

Problem Statement: Hunt Elementary has a growing number of students identified as needing Special Education services that is above the state average. As of August 2026, Hunt has over 40% of the total student population receiving Special Education and/or 504 and/or Dyslexia Services. The campus is challenged to provide specially designed instruction or accommodations for the high percentage of students with disabilities.

Root Cause: Numbers of Special Education and 504 students have soared more rapidly than the school was prepared to handle in the general education classroom.

Comprehensive Needs Assessment

Demographics Needs

Needs: Improve student attendance (absent and tardy students), find a way to better track students who leave early

Improve teachers' ability to provide explicit instruction for struggling populations.

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 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.

The 2024-2025 TAPR report indicated an enrollment of 480 students (110 in Grade 2, 122 in Grade 3, 114 in Grade 4 and 134 in Grade 5) with 45 being African American, 259 Hispanic, 163 White, 0 American Indian, 0 Pacific Islander and 13 Two or More Races. Of these students 224 or 46.7% are female and 256 or 53.3% are male. Additionally, 167 students or 34.8% are identified at-risk, 293 or 61% as Economically Disadvantages, 24 or 5% as EB/EL, 42 or 8.8% receive 504 services, 66 or 13.8% identified as having dyslexia and 136 or 28.3% receive special education services.

Hunt is projected to house approximately 470 students in 2026-2027 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 Physical Education Teacher, one Assistant Principal, one Principal, one campus secretary, and one LVN Nurse. 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, who are also shared with John C. French Elementary. 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 19 students per homeroom/core teacher. 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.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Paraprofessional Staff is required to be certified through SBEC.

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 Fall Festival, 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.

Student Achievement

Student Achievement Strengths

Designated PLC DATA meetings that are facilitated by administrators and instructional coaches

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 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.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- 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.

2026 STAAR results show that 3rd graders exceeded the state in percentages of students who scored at Approaches and was very close to the state in percentages reaching Meets and Masters. On the 5th grade math test, the campus exceeded the state performance at Approaches by 10 points. The campus performance on the science STAAR test continues to be outstanding. Scores were far above the state at all performance levels and once again, the campus earned a Distinction.

Academic Achievement in Reading garnered 3 points each out of a possible of 4 for All Students, Hispanics, and the High Focus Group.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

2026 Accountability Highlights Include:

3rd Grade Reading had a 7% higher passing rate than the state and a 9% higher passing rate than the region.

3rd Grade Math had a 4% higher passing rate than the region.

5th Grade Math had an 8% higher passing rate than the state and a 10% higher passing rate than the region.

5th Grade Science had a 15% higher passing rate than the state and a 14% higher pass rate than the region.

5th Grade Science had a 6% higher “Masters” rate than the state and a 7% higher “Masters” rate than the region.

Areas Hunt IMPROVED in the passing rate from 2025 to 2026:

3rd Grade Reading increased by 1%

3rd Grade Math increased “Masters” by 1%

4th Grade Math increased “Masters” by 2%

5th Grade Reading increased by 6% overall and increased “Masters” by 4%

5th Grade Math increased by 20% overall and increased “Meets” by 5%

5th Grade Science increased by 10% overall and increased “Meets” by 8% and “Masters” by 6%

Student Achievement Weaknesses

Hunt Elementary's identification for improvement reflects a combination of student achievement and growth outcomes, significant prerequisite skill gaps among incoming students, and the need to strengthen systems for intervention and acceleration.

The 2025–2026 school year was JCF & Hunt Elementary's first year of implementation of Bluebonnet Learning in grades K–5. Teachers worked to implement the new curriculum with fidelity while simultaneously developing their capacity to internalize lessons, adjust instructional pacing, respond to student misconceptions, and deliver instruction at the increased level of rigor expected by the curriculum and the TEKS.

A significant challenge identified through assessment data and classroom performance is the gap between grade-level expectations and the prerequisite skills possessed by many students entering Hunt Elementary. Campus data indicate that approximately 65–75% of students enter Hunt in second grade performing significantly below grade-level expectations. Consequently, many students are being asked to access rigorous, grade-level Tier 1 instruction while simultaneously needing targeted support to address unfinished learning and foundational skill gaps.

This challenge is particularly significant in reading. While maintaining access to rigorous, grade-level Tier 1 instruction, the campus has identified a need for additional systematic foundational literacy and phonics support for students who have not yet developed the decoding and foundational reading skills necessary to independently access increasingly complex text. These foundational gaps can subsequently affect student performance across content areas as reading demands increase.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

The campus has also identified a need to provide students with more frequent opportunities to apply their learning to varied question formats, multi-step tasks, constructed responses, and assessment items requiring transfer and application of knowledge. Supplemental resources and instructional practices are being incorporated to provide this additional practice while maintaining the core curriculum as the foundation of Tier 1 instruction.

An additional contributing factor has been a change in the campus intervention structure. With dedicated interventionist positions phased out, classroom teachers have assumed greater responsibility for providing Tier 1 instruction as well as Tier 2 and Tier 3 intervention and support. This has highlighted the need for a stronger campuswide MTSS system that protects intervention time, strategically utilizes available personnel, provides flexible skills-based student groupings, and regularly monitors whether interventions are producing the intended student growth.

Analysis of accountability, assessment, and instructional data has led the campus to several key conclusions:

- Foundational skill gaps are affecting access to grade-level instruction. A substantial percentage of students enter Hunt below grade level, requiring the campus to simultaneously address unfinished learning while maintaining rigorous grade-level expectations.
- Strong Tier 1 instruction must be paired with intentional intervention and acceleration. Grade-level curriculum alone cannot address all prerequisite skill deficits for students who are significantly behind.
- Early literacy requires additional attention. Strengthening systematic foundational reading and phonics instruction in the primary grades is being explored as a preventative strategy to reduce the number and severity of reading gaps students bring into subsequent grades.
- Student growth must be monitored more frequently and intentionally. The campus is strengthening systems that identify individual skill deficits, provide targeted intervention, monitor short-cycle progress, and adjust instruction when students are not responding.
- Students need repeated opportunities to transfer their learning. Instruction must include opportunities for students to apply TEKS in unfamiliar contexts, respond to varied item types, explain their reasoning, construct written responses, and demonstrate independence with increasingly rigorous tasks.
- Vertical alignment is essential. Teachers across grade levels need a shared understanding of prerequisite skills, grade-level expectations, recurring areas of weakness, and how critical TEKS develop from one grade to the next. Instructional implementation must be monitored for impact, not simply completion. Walkthroughs, PLCs, common assessments, student work, and progress-monitoring data will be used to determine whether instructional strategies are resulting in measurable improvements in student learning.

Overall, the campus recognizes that improvement will require more than increased exposure to grade-level content. Hunt Elementary must maintain rigorous Tier 1 instruction while building a systematic structure for identifying and addressing prerequisite skill gaps, providing targeted intervention and acceleration, monitoring student response, and adjusting instruction based on evidence of student learning.

On the 2026 STAAAR assessments there was a lack of growth in 4th and 5th grade math across all student populations.

Student Achievement Needs

Comprehensive Needs Assessment

Needs:

- Student math incentives (like reading has for AR)
- Emphasis on special populations in planning protocol/training
- Data tracking sheets/folders for students and teachers
- Vertical alignment meetings

Finding:

- 2026 STAAR math scores show that there is a lack of growth in 4th and 5th grade math that extends across All Students and all of the subpopulations.

Root Cause:

- Teachers need to create more opportunities for differentiation, explicit instruction and interventions for all students within the general classroom instruction.

Finding:

- 2026 STAAR data reveals that Special Education students score below all other student groups in reading and math.

Root Cause:

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

Finding:

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

Root Cause:

- Inconsistent implementation of the RLA TEKS and lack of curriculum alignment. Over 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.

Student Achievement Summary

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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 66% (2023) 80% (2024) 71% (2025) 67% (2026)
- 3rd grade Reading 67% (2023) 87% (2024) 79% (2025) 81% (2026)
- 4th grade Math 72% (2023) 56% (2024) 75% (2025) 62% (2026)
- 4th grade Reading 83% (2023) 74% (2024) 87% (2025) 73% (2026)
- 5th grade Math 71% (2023) 82% (2024) 63% (2025) 84% (2026)
- 5th grade Reading 71% (2023) 78% (2024) 72% (2025) 78% (2026)
- 5th grade Science 64% (2023) 70% (2024) 70% (2025) 81% (2026)

2026 STAAR scores by grade and subject at approaches/meets/masters are as follows:

3rd math 67/41/19
3rd reading 81/48/20
4th math 62/44/17
4th reading 73/20/17
5th math 84/41/10
5th reading 78/44/21
5th science 81/45/24

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 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.
- Hunt Elementary received a rating of "C" for 2025-2026. Hunt received a distinction in Academic Achievement in Science.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Strengths: Supportive administration makes staff feel heard and appreciated, School-wide behavior expectations are utilized, days allowed for parent-teacher conferences

Teacher survey data and feedback indicated that teachers and staff feel Hunt Elementary is a positive campus on which 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.

Visitors are scanned through the front office and exterior doors automatically lock upon closing. Staff wear Centegix badges that allow emergency response to be expedited and also allows the school to be placed on lockdown in the event of this type of emergency.

School Culture and Climate Weaknesses

Shortage of personnel and no interventionists on campus create an increased workload on teachers and staff. Most importantly, students do not receive appropriate tiered instruction due to lack of personnel.

Problem Statement

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

Root Cause

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

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

We need dedicated interventionists on staff--at least two for reading, two for math and one for behavior. These individuals could work directly with students and track their progress, helping to maximize learning outcomes.

An enhanced security system/protocol for large events such as awards assemblies, Fall Festival, and other parent-family engagement events.

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.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

- 86% of the Hunt Teachers are certified.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- 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.
- Most staff members participated in local staff development opportunities prior to the 2026-2027 school year in instructional practices 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. Cuero ISD is participating in the Prep Mentorship Program this year and those involved receive ongoing professional development. Teachers receive coaching and feedback helping them to grow in their practice.
- All teachers have instructional coaching to help with curricular implementation, classroom management and student assessment data.

Staff Quality, Recruitment and Retention Weaknesses

Finding:

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

Root Cause:

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

Finding:

- Lack of affordable housing opportunities within the community.

Root Cause:

- Rural community lacks abundance of affordable housing.

Finding:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

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

Root Cause:

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

Staff Quality, Recruitment and Retention Needs

- Paraprofessionals to support the master schedule
- Clarification/additional information of potential TIA opportunities

Staff Quality, Recruitment and Retention Summary

Hunt Elementary experienced very little turnover this past year, resulting in the hiring of only one new teacher to the campus.

The stability at Hunt is instrumental in helping students make academic gains. The goal remains an average student to teacher ratio of 19.5:1 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 five. Professional development opportunities are abundant and on-going. Teachers were able to attain professional development hours during the summer of 2026 to earn comp days within the 2026-2027 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. 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.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

Strengths: Instructional Coaches, PLC time to meet and discuss lesson plans, Data Analysis PLCs

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

Curriculum, Instruction and Assessment Weaknesses

Problem Statement

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

Root Cause

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

Curriculum, Instruction and Assessment Needs

We need highly-trained interventionists to help "fill the academic gaps" within the classroom environments. Since budget constraints prevent that, teachers need to build systems in their tier 1 instruction to address the needs of struggling students.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

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. 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.

Over the next one to three years, Hunt Elementary's overarching goal is to achieve an accountability score of 80 or higher and earn, at minimum, a B accountability rating, while establishing systems that support sustained academic improvement beyond a single accountability year.

To accomplish this goal, Hunt Elementary will focus on both student achievement and individual student growth. The campus recognizes that improvement cannot be achieved solely by focusing on students near an accountability threshold. Students performing below grade level must demonstrate accelerated growth, students approaching grade-level proficiency must progress toward Meets Grade Level, and students already demonstrating proficiency must continue progressing toward higher levels of achievement.

TEA has identified four priority student groups for Hunt Elementary: All Students, African American, Hispanic, and High Focus. The High Focus group includes students who are economically disadvantaged, emergent bilingual, receiving special education services, and/or migrant. Because individual students may be represented within multiple student groups, improving outcomes for individual students can positively impact multiple accountability measures simultaneously.

Hunt Elementary aims to:

Increase the percentage of students achieving Approaches Grade Level or Above, Meets Grade Level or Above, and Masters Grade Level on STAAR, with particular emphasis on increasing performance at the Meets level.

Increase the percentage of students demonstrating expected or accelerated academic growth from one year to the next.

Reduce achievement gaps among identified student groups while increasing overall campus performance.

Decrease the percentage of students performing at the Did Not Meet level.

Increase the percentage of students entering subsequent grade levels with the prerequisite reading, mathematics, and science skills necessary to successfully access grade-level instruction.

Strengthen foundational literacy so that fewer students enter the intermediate grades with significant decoding, fluency, and comprehension gaps.

Increase student ownership of learning by ensuring students understand their individual academic goals, current performance, and progress toward those goals.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Establish sustainable systems for Tier 1 instruction, intervention, progress monitoring, and data-driven instructional response that result in continued improvement beyond the immediate turnaround period.

The campus will use multiple measures rather than relying on a single assessment to determine whether improvement strategies are producing the intended results.

Student Growth and Achievement Data: DMAC assessment analysis will be used to monitor student performance by TEKS, identify patterns of mastery and misconception, and determine whether students are demonstrating growth across assessment cycles. Benchmark data will be compared with prior STAAR performance, when available, to monitor movement among the Did Not Meet, Approaches, Meets, and Masters performance categories.

Individual Student Progress Monitoring: Student data-tracking systems will be used throughout the year to monitor individual growth and identify students who are progressing, remaining stagnant, or regressing. For students with prior STAAR data, particularly students in grades 4 and 5, current performance will be compared with previous achievement levels and growth expectations.

Early Literacy Data: mCLASS data in grade 2 will be used to monitor foundational literacy development and identify students requiring additional targeted instruction or intervention.

Ongoing Formative and Diagnostic Measures: SLO data, IXL performance, STAR Renaissance data, common assessments, classroom assessments, and student work will provide additional evidence of student mastery and growth between benchmark assessment windows.

Student-Group Monitoring: Performance will be disaggregated for All Students and identified accountability groups, including African American, Hispanic, and High Focus students. Because students may be represented in multiple groups, campus teams will monitor students individually as well as by accountability group to ensure that overall improvement is accompanied by progress among identified student populations.

Hunt Elementary will not wait until STAAR results are released to determine whether improvement efforts are working. Throughout the year, PLCs and campus leadership will look for evidence that:

- More students are mastering priority TEKS across successive assessment cycles.

- Fewer students require intensive intervention as foundational and prerequisite skills improve.

- Students receiving intervention demonstrate measurable progress and move flexibly among intervention groups based on current data.

- The percentage of students projected to achieve Meets and Masters increases across benchmark periods.

- Students previously performing at Did Not Meet demonstrate movement toward Approaches and Meets.

- Students already performing at Meets or Masters maintain or increase their level of performance.

- Performance gaps among identified student groups decrease over time.

- Classroom walkthroughs and student work demonstrate increased rigor, academic discourse, written response, problem solving, and independent application of learning.

- Students can articulate their academic goals and demonstrate awareness of their individual progress.

Campus leadership and PLC teams will review these indicators at established intervals throughout the school year and use the findings to determine whether current strategies should be continued, intensified, modified, or discontinued. This continuous improvement cycle will allow Hunt Elementary to respond to student needs throughout the year rather than waiting for annual accountability results to determine the effectiveness of improvement efforts.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Hunt Elementary has implemented a coordinated set of school improvement initiatives focused on strengthening Tier 1 instruction, increasing data-driven decision-making, providing targeted academic support, and building collective ownership of student outcomes.

Hunt hosted a Title I meeting to communicate the campus accountability rating, contributing factors, and available curricular and academic supports to parents, families, and community members and established campuswide goals for overall accountability performance and individual accountability domains. Campus Admin conducted a September 8 faculty meeting focused on accountability ratings, student performance outcomes, campus goals, and staff engagement in the improvement process.

Campus leadership participated in School Improvement Professional Development at Region III ESC on August 28 and continues to collaborate with the Region III ESC School Improvement Consultant.

Campus leaders scheduled a September 28 site visit to an elementary campus that has demonstrated successful turnaround efforts and serves students with similar demographics in order to identify practices that may be transferable to Hunt Elementary.

Data-Driven Instruction and Professional Learning is ongoing.

PLCs regularly analyze student performance data, identify TEKS strengths and areas of need, interpret DMAC reports, establish Student Learning Objective (SLO) goals, and plan instructional responses.

Student data-tracking systems have been developed to increase teacher and student awareness of individual progress and growth.

Weekly meetings between campus administration, instructional coaches and classroom teachers focus on lesson design, TEKS alignment, rigor, student expectations, and connections to STAAR.

Lowman Education instructional resources have been acquired for RLA, mathematics, and science, including STAAR warm-ups, exit tickets, and STAAR Blitz materials.

STAAR-formatted bell ringers have been implemented to provide students with frequent exposure to the format, vocabulary, thinking processes, and level of rigor associated with assessed TEKS.

Intervention, Acceleration, and Extended Learning Opportunities

Protected MTSS/intervention blocks have been established, utilizing available campus staff to provide targeted student support.

Academic Support Sessions in RLA and mathematics are offered to students in grades 3–5 on Early Dismissal Days from 12:30–3:30 p.m.

Morning tutorials and homework/classwork support are available from 7:30–8:00 a.m.

Hunt teachers provide additional academic support to students attending the Boys & Girls Club from 4:00–5:00 p.m.

The campus is examining additional opportunities to extend targeted academic support beyond the regular instructional day.

Great Gobbler Extra Effort Awards have been implemented to recognize students demonstrating academic growth, progress, engagement, perseverance, and effort.

Student data-tracking systems are being utilized to increase student awareness of individual academic goals and progress toward those goals.

Because many improvement initiatives were implemented at the beginning of the 2026–27 school year, the campus is currently monitoring early implementation indicators while collecting sufficient assessment data to evaluate their impact on student achievement and growth.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Initial classroom walkthrough data indicate increased instructional time on task and more consistent incorporation of STAAR-aligned question formats through the campus bell-ringer expectation. Walkthroughs and instructional coaching conversations also indicate an increased emphasis on TEKS alignment, academic vocabulary, student response strategies, formative assessment, and monitoring for understanding.

PLCs and instructional coaching meetings have increased the frequency with which teachers examine student performance data and discuss specific TEKS strengths, misconceptions, and instructional needs. The implementation of student data-tracking systems has also created a structure for monitoring individual student progress and identifying students requiring additional intervention or acceleration.

The campus has expanded opportunities for students to receive academic assistance through protected MTSS blocks, morning support, Early Dismissal Academic Support Sessions, and support provided by Hunt teachers at the Boys & Girls Club.

As common assessment, benchmark, progress-monitoring, and other student performance data become available, campus leadership will evaluate whether these implementation changes are resulting in measurable improvements in student growth and achievement.

Hunt Elementary is considering several adjustments based on ongoing walkthrough observations, student performance data, PLC discussions, and consultation with school improvement partners:

- Expanding after-school academic support opportunities with targeted, skills-based instruction for identified students.

- Reviewing the effectiveness and fidelity of the protected MTSS block to ensure student groups are flexible, data-driven, and focused on specific skill deficits.

- Exploring an aligned foundational literacy/phonics program for grades K–2 and determining how foundational skills instruction could be incorporated within the existing instructional schedule while maintaining alignment to Bluebonnet Learning and required TEKS.

- Refining PLC protocols to move beyond data identification toward consistent cycles of analyze-plan-reteach/intervene -reassess - respond.

- Increasing progress monitoring for students approaching key performance thresholds and students demonstrating insufficient academic growth.

- Continuing vertical alignment work in RLA, mathematics, and science to identify prerequisite skills, recurring TEKS gaps, academic vocabulary, and expectations across grade levels.

- Using walkthrough trends and student performance data to identify a limited number of campuswide instructional priorities and provide targeted professional development, modeling, coaching, and feedback around those priorities.

- Analyzing practices observed during the turnaround campus site visit and determining which evidence-based practices are appropriate and feasible for implementation at Hunt Elementary.

Hunt Elementary will continue to evaluate each initiative based on implementation fidelity and evidence of student impact. Strategies demonstrating positive results will be strengthened and sustained, while those not producing the intended outcomes will be adjusted based on student data and identified campus needs.

Hunt Elementary is considering several high-leverage strategies designed to strengthen Tier 1 instruction, accelerate student growth, and improve achievement across student groups. Strategies under consideration include:

Aligned Foundational Literacy/Phonics Instruction (K–2): Explore implementation of a consistent, research-based phonics program in grades K–2 to strengthen foundational reading skills and establish greater vertical alignment. Because implementation would require approximately 30 minutes of daily instructional time, the campus would need to carefully analyze the current Bluebonnet Learning RLA instructional block to determine which components could be integrated, condensed, or intentionally connected to Science and Social Studies while maintaining TEKS coverage and instructional coherence.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Strengthened Tier 1 Instruction and Instructional Fidelity: Establish clear campuswide expectations for high-quality Tier 1 instruction, including explicit instruction, checks for understanding, academic discourse, student response opportunities, purposeful small-group instruction, and frequent formative assessment. While this was implemented and highly monitored in 2025-2026 with the “roll out” of the Bluebonnet curriculum, we must continue to “build upon” this foundation. Walkthrough data, collaborative planning, and coaching would be used to monitor implementation and provide timely support to teachers.

Data-Driven Instructional Cycles: Implement short, recurring data cycles in grades 2–5 in which teachers identify priority TEKS, analyze common assessment and student work data, identify misconceptions, plan reteach/enrichment, and reassess student learning. Particular attention would be given to students approaching performance thresholds as well as students demonstrating a need for accelerated growth. This is done at the end of each six weeks; however, we will incorporate into weekly collaborative planning PLCs with instructional coaches/campus admin.

Vertical Alignment and Priority TEKS: Continue strengthening vertical alignment in RLA, mathematics, and science so teachers understand how essential skills develop from one grade level to the next. Teams met on 9/11/2026 and identified high-leverage prerequisite skills, recurring areas of weakness, academic vocabulary, and instructional strategies that should be consistently reinforced across grade levels.

Targeted Student Growth Plans: Enhance our systematic process for identifying and monitoring students who are below grade level, students near Approaches/Meets/Masters thresholds, and students within accountability student groups. Teachers would establish short-cycle growth goals and monitor progress regularly so intervention and enrichment can be adjusted quickly rather than waiting for benchmark or STAAR results.

High-Impact Intervention and Acceleration: Review the campus intervention structure to ensure intervention time is protected, skills-based, flexible, and driven by current student data. Student groups would change as mastery occurs, with intervention focused on specific prerequisite skill gaps rather than broad remediation. This particular strategy is a challenge due to lack of interventionists on the campus. We have a retired teacher who helps out 5-12 hours a week on average; however, her schedule is not consistent.

Constructed Response and Academic Communication Across Content Areas: Increase opportunities for students to explain their thinking, cite evidence, write about learning, justify mathematical reasoning, and use academic vocabulary across RLA, mathematics, science, and social studies. This would provide students with repeated practice transferring literacy and reasoning skills across content areas.

Instructional Coaching and Feedback: Increase the frequency of brief instructional walkthroughs followed by actionable feedback connected to a small number of campus instructional priorities. Walkthrough trends would also be used to determine professional learning needs, celebrate evidence of implementation, and identify areas requiring additional modeling or coaching.

Attendance and Family Engagement: Strengthen systems for monitoring student attendance and engaging families of students with chronic or emerging attendance concerns. Family communication would emphasize the relationship between consistent attendance, daily reading practice, academic growth, and student success.

Additional information/support needed: Hunt Elementary would benefit from support in analyzing the impact of potential instructional schedule changes, particularly the integration of a dedicated phonics block with Bluebonnet Learning RLA; identifying evidence-based foundational literacy resources aligned with TEKS and current instructional materials; analyzing accountability data to determine the highest-leverage student groups and content areas; and identifying effective models for intervention, progress monitoring, and instructional coaching.

As Hunt Elementary prepares its improvement plan, our greatest priority is to develop a focused, sustainable improvement system that results in measurable student growth without overwhelming teachers or diluting our efforts through too many competing initiatives. We recognize that meaningful school

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

improvement requires not simply adding programs or activities, but identifying the highest-leverage practices, implementing them consistently, monitoring their impact, and adjusting when they are not producing the desired results.

Our primary priorities moving forward include strengthening Tier 1 instruction; addressing foundational and prerequisite skill gaps; strengthening the MTSS/intervention system; increasing student growth across all accountability groups; improving vertical alignment; and ensuring that PLCs, instructional coaching, walkthroughs, and assessment practices are directly connected to these priorities.

A significant opportunity exists in creating greater coherence among the systems already in place. Rather than viewing PLCs, MTSS, assessment, instructional coaching, walkthroughs, student data tracking, and extended academic support as separate initiatives, Hunt Elementary intends to align these structures around a common cycle of identify need-plan instruction/intervention-implement-monitor student response-adjust-reassess. Establishing this alignment will allow the campus to focus its efforts and more clearly determine which practices are producing measurable student growth.

Another priority is strengthening early intervention, particularly in foundational literacy. With a significant percentage of students entering Hunt Elementary below grade-level expectations, we must determine how to address unfinished learning while simultaneously maintaining access to rigorous, grade-level Tier 1 instruction. This includes exploring additional phonics/foundational literacy support, strengthening targeted intervention, and ensuring that intervention is skills-based, flexible, and responsive to progress-monitoring data.

An important consideration moving forward is leadership capacity and protected time to effectively manage the improvement process. The campus principal is responsible not only for developing the improvement plan, but also for monitoring instruction, analyzing multiple sources of student data, supporting PLCs, collaborating with instructional coaches, overseeing MTSS and intervention systems, providing teacher feedback, managing accountability requirements, communicating with families and staff, and maintaining daily campus operations.

For the improvement process to be successful and sustainable, additional consideration should be given to how campus leadership can be provided with protected time, clearly prioritized expectations, and strategic support to lead this work effectively. A key question moving forward is: Which responsibilities require direct principal leadership, which can be distributed among the campus leadership team, and which activities can be streamlined or reduced so that sufficient time is protected for instructional leadership and school improvement?

As we continue developing the improvement plan, several questions will guide our work:

Which three to five strategies will have the greatest potential impact on student achievement and growth, and how can we protect those priorities from competing initiatives?

How can we strengthen Tier 1 instruction while simultaneously addressing significant prerequisite skill gaps?

What intervention structure will provide the greatest impact given current limited staffing and resources?

How can we determine quickly whether students receiving Tier 2 and Tier 3 intervention are responding to that intervention?

How can we strengthen foundational literacy instruction so fewer students enter subsequent grade levels significantly below expectations?

How can PLCs, instructional coaching, walkthroughs, assessment, and professional development operate as one coordinated improvement system?

What leading indicators should campus leadership monitor weekly, monthly, and quarterly to determine whether implementation is resulting in improved student outcomes?

How can responsibilities be strategically distributed across the campus leadership team so that the principal has sufficient protected time for classroom observation, instructional feedback, data analysis, teacher support, and monitoring the improvement plan?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

What district and ESC support can be provided to help the campus prioritize initiatives, strengthen intervention systems, analyze progress, and build leadership capacity?

Family and Community Involvement

Family and Community Involvement Strengths

- 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

Family and Community Involvement Weaknesses

Problem Statement

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

Root Cause

Lack of education among parents about grade level expectations and how to support their children in achieving academic success.

Family and Community Involvement Needs

A plan for teaching parents how to support their children at home is warranted.

Share state accountability and STAAR information in conjunction with programs and other school events geared towards family engagement.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

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 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 2026 surveys.

Hunt Elementary typically hosts many events throughout the school year, including Meet the Teacher, Grandparent Celebration, Family Math Night, STAAR Nights, Homework/Classwork Support for Families, 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.

School Context and Organization

School Context and Organization Strengths

Hunt Elementary has the following school context and organizational strengths:

- Teachers are aware of best instructional practices and trained in Teach Like a Champion
- Teachers accommodate special student populations by individualized education plan implementation
- MTSS is utilized through a referral process sustained by team input
- Safety drills are performed routinely and efficiently
- School goals communicated
- School tenants of education are emphasized
- PBIS is consistently implemented throughout the campus
- Weekly Door Sweep Documentation

School Context and Organization Weaknesses

Problem Statement

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

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

Root Cause

Frequent absenteeism among personnel.

School Context and Organization Needs

Stronger monitoring system of instruction within classrooms to assure all students are presented with effective curriculum implementation.

School Context and Organization Summary

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

STREAM Lab Classes

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

Keyboarding

Partnership with local businesses and museum

Educational grant opportunities

Partnership with Devon Energy/Cal Ripken Foundation

Technology

Technology Strengths

Technology strengths include:

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

Technology Weaknesses

Finding:

- Missed opportunities for technology implementation within lesson design

Root Cause:

- Lack of teacher awareness or training on instructional technology implementation

Technology Needs

Comprehensive Needs Assessment

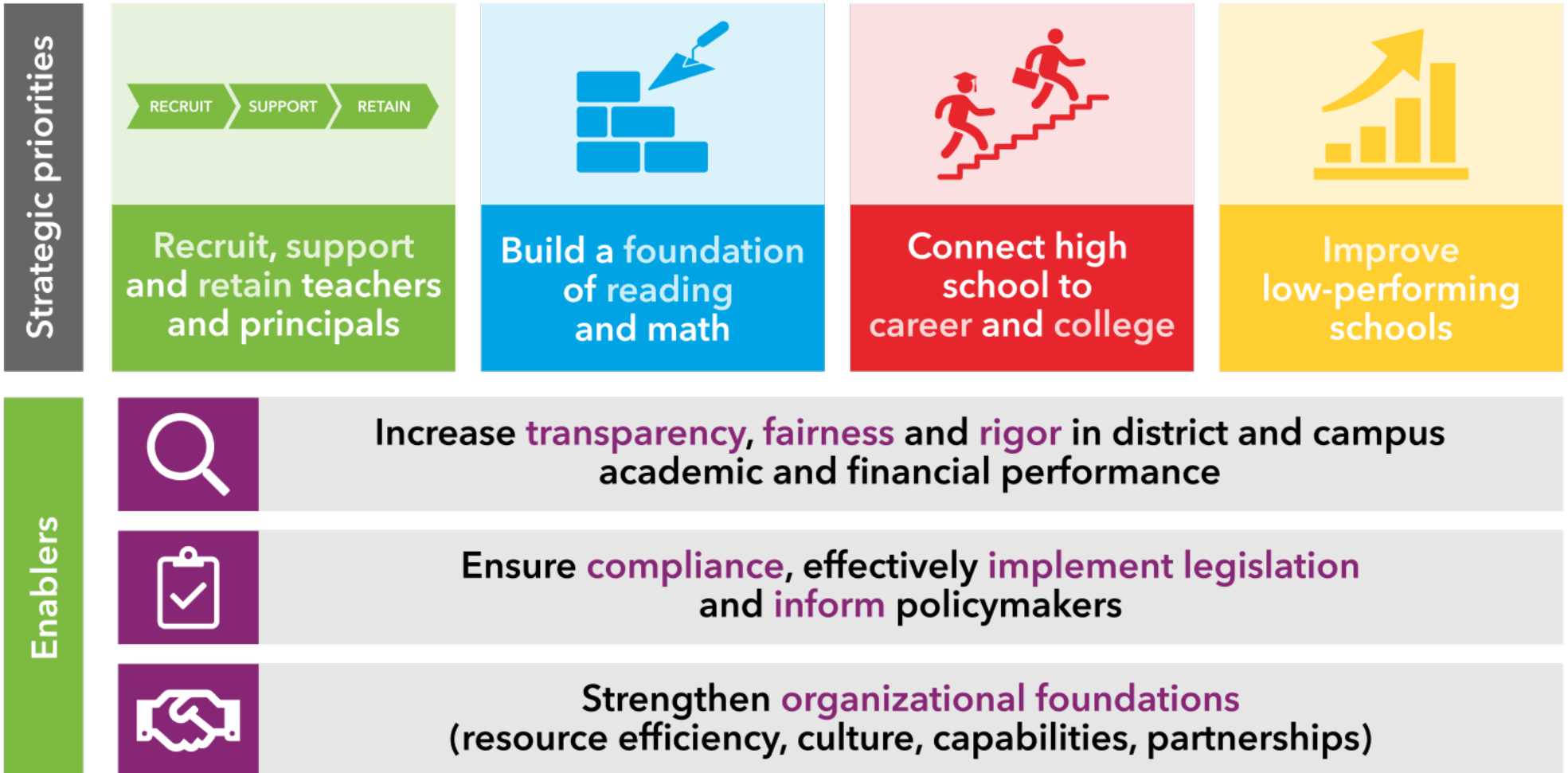
None noted at this time.

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 class sets of Chrome Books (1 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.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Resources

Resource	Source
Activity Funds	Local
Classroom Teachers	Other
Local Budget Data	Other

HUNT EL 042 Site Base

Name	Position
Hart, Kendall	Teacher
Keller, Krystle	Teacher
Tousek, Haley	Teacher
Welch, Tina	Teacher
Scott, Katherine	Teacher
Whitley, Terrie	Teacher
Hajovsky, Nancy	Teacher
Sedlacek, Sherri	Teacher
Declements, Deborrah	Teacher
Riojaz, Christie	Teacher
Dingle, Kelli	Teacher
Tucker, Shela	Teacher
Fleener, Kim	District Manager
Cerny, Bridgette	Campus Manager
Hlavaty, Randie	Business Member
Slone, Allie	Parent
Jones, Charla	Community Member
Parsons, Sarah	Paraprofessional Plus

Hunt Elementary CPOC Meeting
Wednesday, October 14, 2026
Rescheduled: October 20, 2026
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 2025-2026
6. Campus Program Updates (Supplemental)
 - Really Great Reading (Phonics)
 - Lowman (RLA, Math, Science)
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

CPOC Meeting

4:00 PM Hunt Elementary Library

Date: October 20, 2026

Sign-In Sheet

PRINT NAME	CAMPUS / ROLE (Teacher, RTI, Principal, etc.)	SIGNATURE
Bridgette Cerny	Principal	Bridgette Cerny
Deb DeChenault	Teacher	Deb DeChenault
Christie Riojazz	Teacher	Christie Riojazz
Sherri Sedlak	Teacher	Sherri Sedlak
Kelli Dingle	Teacher	Kelli Dingle
Haley Tousek	Teacher	Haley Tousek
Melissa Palebach	Teacher	Melissa Palebach
Tina Welch	Teacher	Tina Welch
Randie Hlavaty	EB Business Rep	Randie Hlavaty
Nancy Hajovsky	Teacher	Nancy Hajovsky
Terrile Whitley	Teacher	Terrile Whitley
Kendall Hart	Teacher	Kendall Hart
Kimberly Fleener	Deputy Superintendent	Kimberly Fleener

Agenda:

1. Introduction of Members and Attendees/ CPOC Overview
2. Data Sharing/Accountability Ratings
3. Campus Improvement Plan & Performance Objective Development
 - Goal 1: Improve Student Achievement
 - Goal 2: Safe and Optimal Environment:
 - Goal 3: Parent/Family and Community Engagement
 - Goal 4: Recruit and Retain Highly Qualified Staff
 - Goal 5: Promote College and Career Readiness
4. Campus Needs Assessment/Survey Review from 2025-2026
5. Campus Program Updates (Supplemental)--Really Great Reading (Phonics) & Lowman (RLA, Math, Science)
6. Recommendations to consider taking to Team Leads/Dept. Head Team, Admin Team and/or DPOC

HUNT EL 042 Site Base

Name	Position
Hart, Kendall	Teacher <i>Kendall Hart</i>
Keller, Krystle	Teacher
Tousek, Haley	Teacher <i>Haley Tousek</i>
Welch, Tina	Teacher <i>Tina Welch</i>
Scott, Katherine	Teacher
Whitley, Terrie	Teacher <i>Terrie Whitley</i>
Hajovsky, Nancy	Teacher <i>Nancy Hajovsky</i>
Sedlacek, Sherri	Teacher <i>Sherri Sedlacek</i>
Declements, Deborah	Teacher <i>Deborah Declements</i>
Riojiaz, Christie	Teacher <i>Christie Riojiaz</i>
Dingle, Kelli	Teacher <i>Kelli Dingle</i>
Tucker, Sheila	Teacher
Fleener, Kim	District Manager <i>Kim Fleener</i>
Cerry, Bridgette	Campus Manager <i>Bridgette Cerry</i>
Hlavaty, Randie	Business Member
Slone, Allie	Parent
Jones, Charla	Community Member
Parsons, Sarah	Paraprofessional Plus

Pakebusch, Melissa
Hlavaty, Randie
Melissa Pakebusch
Randie Hlavaty