

CUERO H S

Cuero High School Campus Improvement Plan

2026/2027

Committed to Excellence

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CUERO H S Site Base

Name	Position
Arredondo, Adam	Principal
Baros, Paige	Teacher
Rico, Gina	Counselor
Foeh, Haley	Teacher
Marie, Laura	Teacher
Mccombs, Cory	Teacher
Crain, Amy	Teacher
Nemec, Gregory	Teacher
Thomas, Kelly	Teacher
Hobbs, Kristi	AP
Mccarter, Denys	Teacher
Arroyave-Rojas, Olga	Teacher
Bonewald, Michael	Teacher
Hickey, Cathleen	Teacher
Girndt, Jordan	Parent
Milliron, Kevin	Parent
Pena, Sara	Business
Babcock, Jay	Business
Vasquez, Jesus	Community
Diaz, Eliana	Community

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Mission

At Cuero High School, learning is our fundamental purpose. Graduating students who can succeed in whatever honorable path they choose and who can contribute to our world in a meaningful way are our highest priority. Administrators, teachers, students, and parents share in the responsibility to achieve our mission. We envision a campus culture that is positive and supportive of students and teachers, one that will allow them to build camaraderie and good relationships with each other so that maximum learning and personal growth can occur.

We envision an environment that provides students with the resources they need to learn, including intervention programs, credit recovery options, and appropriate technology to build their knowledge and skills to prepare for college and career. Finally, we envision a campus climate wherein teachers and school leaders are encouraged to reflect and grow in their professional practice.

Vision

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

Nondiscrimination Notice

CUERO H S 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.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Demographics Weaknesses

Economically disadvantaged students, budget constraints, geographically rural.

Demographics Needs

Communities in schools is partnering with CHS to improve attendance rates, and staff is working to incentivize students to come to school with limited budget.

Demographics Summary

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

At the end of the 2025-2026 school year enrollment was 578. At the end of the 2024-2025 school year enrollment was 617 Students. At the end of the 2023-2024 school year enrollment was at 617 students. At the end of the 2022-23 school year, Cuero High School had an enrollment of 619 students, so maintaining growth through the end of the school year has been minimal. The 2024-2025 student population was 3.9% ELs, 0.94% homeless, 49.77% economically disadvantaged, 47.11% at-risk, and 5.93% GT.

CHS serves the GT population through advanced (honors/AP) classes and dual-credit/dual-enrollment classes through several different venues as well as offers the SWAS (School Within a School) program to at-risk students.

At the start of the 2026-2027 school year our enrollment was 595. At the start of the 2025-2026 school year our enrollment was 603 students. CHS currently has a Principal and two Assistant Principals, who are highly qualified under TEA and TTESS standards. There are currently 47 teaching staff on the CHS roster. 25-26 reporting data shows 47

Comprehensive Needs Assessment

Demographics Summary (Continued)

teachers (decrease from 25-26), 10 educational aides, and 4 administrative support.

Student Achievement

Student Achievement Strengths

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

Student Achievement Weaknesses

Closing the gaps and growth are not where they need to be.

Student Achievement Needs

Consistency in staff, PLC's, more meets grade level EOC scores.

Student Achievement Summary

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Comprehensive Needs Assessment

Student Achievement Summary (Continued)

students.

School Culture and Climate

School Culture and Climate Strengths

The campus is a positive environment. Staff report they feel the year started off smoothly and are willing to take creative approaches to problems. The staff works hard to support our students and show support of their academic and extracurricular endeavors. There are district reporting services for bullying, dating violence, and academic issues.

School Culture and Climate Weaknesses

Our building design makes collaboration difficult amongst staff, and there are many staff members who do not regularly see each other.

School Culture and Climate Needs

CHS needs more student to student, staff to staff and student to staff collaboration. Time needs to be built into the schedule.

School Culture and Climate Summary

Discipline Referrals at CHS during the 25-26 year were down 41%. Tardies were the largest infraction. Males received more referrals than females at more than 2 to 1.

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

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

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Student Involvement

Student groups active on campus are numerous and include:

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

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

Staff Quality, Recruitment and Retention Weaknesses

Cuero is rural, teacher pay is better in surrounding districts, and there's not a ton of curriculum available.

Staff Quality, Recruitment and Retention Needs

TIA initiative

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

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

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

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

Curriculum, Instruction and Assessment Weaknesses

Budgetary constraints across board.

Curriculum, Instruction and Assessment Needs

Additional funds to purchase supplemental curriculum.

Curriculum, Instruction and Assessment Summary

TEKS Resource is one component of our curriculum plan, in addition to textbooks and other publisher resources. Teachers are able to rely on it as a means of instruction or as a supplementary resource. CHS is adopting Teach Like a Champion strategies and use common assessments in the main academic areas. To ensure that teachers are focusing

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

their instruction on readiness and supporting standards, and to ensure that curriculum is being utilized to support new state standards, the teachers will submit lesson plans weekly demonstrating their implementation of standards and adherence to rigorous and engaging lessons focused on critical thinking. The administrative staff will conduct numerous walkthroughs throughout the year and share that data with teachers so that they can make adjustments as necessary. In addition, CHS will use materials acquired from Lead4Ward, Region 3, and the state for teacher training and teacher leadership as we continue to reach the standards set for STAAR and the new accountability system. All classrooms will be evaluated in terms of needs throughout the year so that resources can be purchased and/or planned for.

Benchmarks have been used in the past to indicate readiness for STAAR EOCs. Specific curriculum and instructional programs that we will utilize to provide an additional resource for EOC success are: Edgenuity, Formative, Lowman, and IXL. There are common assessments in Math and common warm-ups/Exit tickets in Math classes. The district is moving to a data driven instruction model.

Family and Community Involvement

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

Turnout is poor at most non-extra curricular events for parent outreach.

Family and Community Involvement Needs

Things to incentivize parents to complete economic paperwork timely and accurately which positively impacts budget.

Family and Community Involvement Summary

According to the Community and Engagement survey that was taken, Cuero High School was rated Recognized in all of the categories which include: Fine Arts, Wellness and Physical Education, Community and Parent Involvement, 21st Century

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Workforce Development, Digital Learning Environment, Dropout Prevention, Gifted and Talented Programs, and 2nd Language Acquisition. The area that scored the highest was Digital Learning Environment and the area that scored the lowest was 21st Century Workforce Development.

School Context and Organization

School Context and Organization Strengths

14 CTE programs of study
Partnerships with the Mid-Coast Construction Academy (MCA), Victoria College, and UT OnRamps.

School Context and Organization Weaknesses

Tier 3 IBC's, singletons in scheduling classes.

School Context and Organization Needs

CHS needs more electives to offer, which would require losing a program or two of study.

School Context and Organization Summary

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

Technology

Technology Strengths

Comprehensive Needs Assessment

As of 2026-2027, all CHS students have been issued their own Chromebook which travels with the student throughout the school day, home, and back to school each day. The computer lab was updated for the 26-27 school year.

Technology Weaknesses

Keeping pace with technology with current infrastructure.

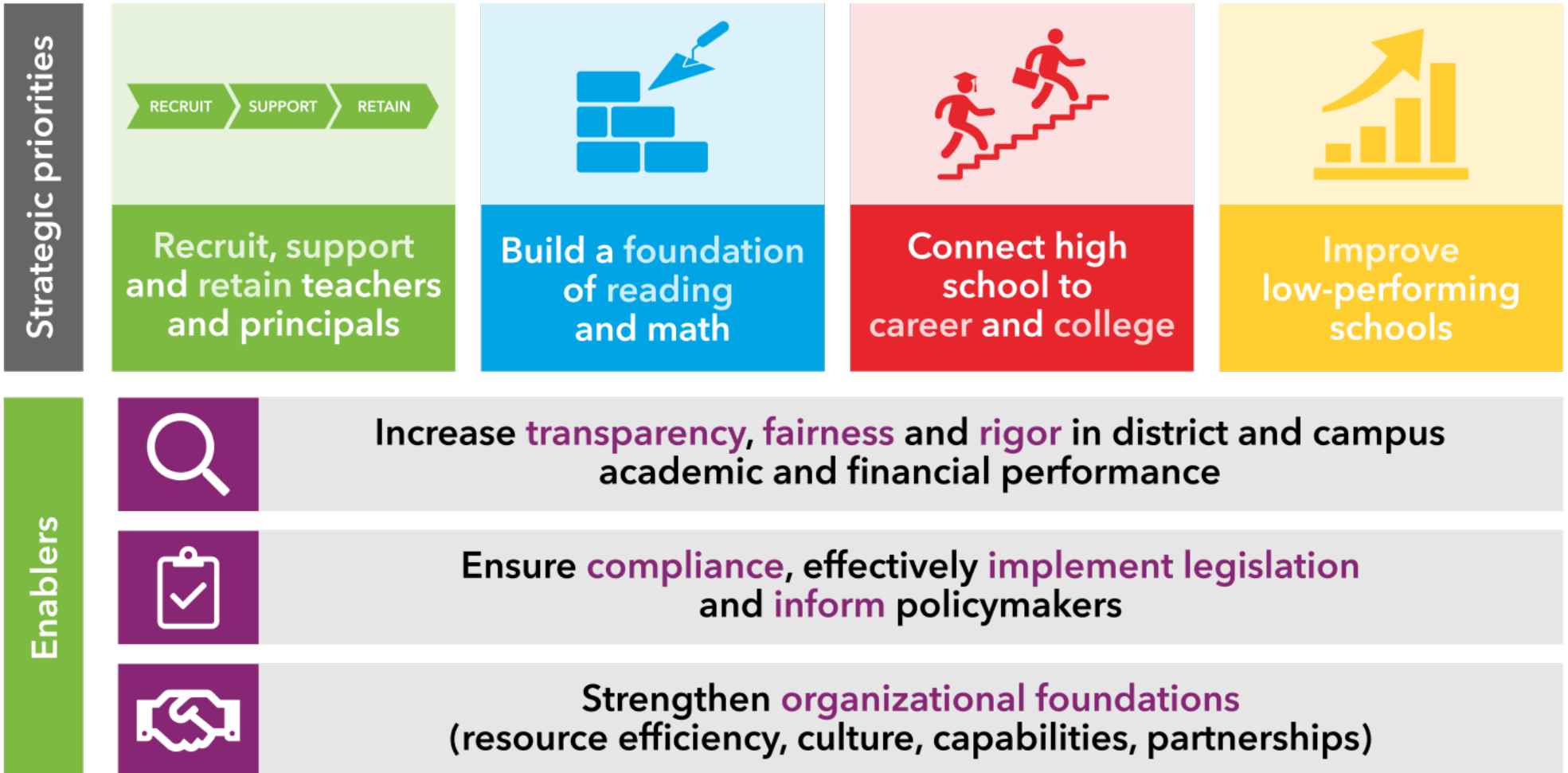
Technology Needs

Updated infrastructure.

Technology Summary

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

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



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

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Goal 1. Improve Student Achievement

Objective 1. EOC goals will be 90% approaches, 60% meets, 30% masters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve Tier 1 Instruction to help students understand the learning objective the first time is taught (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.1,4.1)	Assistant Principal(s), Principal, Teacher(s)	2026-2027 School year		Criteria: BOY MOY EOY EOC 09/22/26 - Some Progress 09/14/26 - Pending
2. Putting all assessments in Formative so we can track student success on certain TEKS; Use the assessment data to drive instruction, as well as drive staff development (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,4,5)	Assistant Principal(s), Principal, Teacher(s)	2026-2027		Criteria: Review by admin 09/14/26 - Pending

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Goal 1. Improve Student Achievement

Objective 2. Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement. In particular, GT students will be afforded the opportunity to pursue demonstration of their mastery of concepts in a variety of formats.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain class size of a 24 to 1 average in the core areas. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5)	Principal	2026-2027		Criteria: Teach Like a Champion walk-throughs, Lesson plans, assessment scores

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Goal 1. Improve Student Achievement

Objective 3. Cuero ISD will close performance gaps in subgroups white, African American, Hispanic and Sped by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data driven instruction strategies to be used by all teachers (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Teacher(s)	2026-2027		Criteria: Unit Tests, STAAR Results

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Goal 2. Safe and Optimal Environment

Objective 1. Staff and students will become informed, knowledgeable and proactive regarding bullying, harassment, sexual harassment, dating violence, and suicide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mobile minds program for trainings for staffing. (Target Group: All) (ESF: 3)	Assistant Principal(s), Principal	on going		Criteria: Edu Hero, surveys, Discipline reports and bullying reports.

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Goal 2. Safe and Optimal Environment

Objective 2. CHS will promote teacher, staff, and student safety and wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will improve the safety and security of the campus with weekly door audits, safety protocol drills monthly, and improved campus and district communication. (Target Group: All) (ESF: 3)	Assistant Principal(s), DCSI (District Coordinator for School Improvement), Principal	2026-2027		Criteria: Campus maps, door check binders, Safety binders, Sentinel 09/15/26 - Pending

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Goal 3. Parent/Family and Community Engagement

Objective 1. Strengthen home, school, community relations, involvement, and communication

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS teachers will keep a parent contact log for each 6 weeks to document positive outreach and concerns communicated to parents, including any failures at the 3 or 6 week mark. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)	Assistant Principal(s), Principal, Teacher(s)	2026-2027		Criteria: weekly emails via blackboard, Web posts. News releases, social media posts

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Goal 4. Recruit and Retain Highly Qualified Staff

Objective 1. Cuero ISD will attract and retain highly effective teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Timely walk-throughs, collaboration and monitor staff. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,5)	Assistant Principal(s), Principal	2026-2027		Criteria: SBEC , TTESS, Walk thru data, TIA.

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Goal 5. Promote College and Career Awareness/Readiness

Objective 1. Cuero ISD will continue to strive to get 100% of students to become Program of Study completers and CCMR certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS had 21 programs of study and it is down to 14, refinement of practices and programs will occur with CTE, Counselors and Admin. CTE graduation changes have taken place for class of 2030. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 5)	Assistant Principal(s), Principal, Teacher(s)	2026-2027		Criteria: PEIMS data, counselor reports
2. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)] (Target Group: All) (Strategic Priorities: 3) (ESF: 3)	Assistant Principal(s), Principal, Teacher(s)	2026-2027		Criteria: student feedback, surveys