

CUERO J H

Campus Improvement Plan

2026/2027

Cuero ISD is "Committed to Excellence."

Cuero Junior High School
608 Jr High Dr, Cuero, TX 77954
(361) 275-1900 x 3

Date Reviewed:

Date Approved:

CUERO J H

Mission

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

Cuero ISD is "Committed to Excellence."

Vision

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

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

Nondiscrimination Notice

CUERO J H 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

Cuero Junior High benefits from a relatively stable student population, with mobility at 11.1% and attrition at 10.5%, both below state rates. Core academic class sizes are generally smaller than state averages, creating opportunities for stronger teacher-student relationships, targeted small-group instruction, and more frequent progress monitoring. The campus's diverse student population gives students daily opportunities to learn, collaborate, and build relationships with peers from diverse racial, cultural, and family backgrounds. The campus's schoolwide Title I status provides an opportunity to align resources, intervention systems, family engagement, and high-quality Tier 1 instruction around the needs of all students.

Demographics Weaknesses

Disciplinary placements rose from 3.5% in 2023–24 to 6.8% in 2024–25. The current disciplinary-placement rate is higher than both the district rate of 3.9% and the state rate of 2.0%, indicating a need to examine behavior systems, consistency of classroom management, intervention effectiveness, and the impact of removals on student learning.

Demographics Needs

Cuero Junior High needs a coordinated, campuswide system that strengthens Tier 1 instruction, early intervention, behavior support, and services for students with disabilities. Priority efforts should include analyzing discipline data by grade level, student group, disability status, behavior type, and repeat incidents; strengthening proactive behavior expectations and restorative responses; and reducing instructional time lost to disciplinary placements. The campus should continue building teacher capacity to implement IEP, dyslexia, and Section 504 accommodations consistently in all classrooms while providing differentiated, TEKS-aligned instruction for students receiving special education services. Given that nearly half of students are at risk and more than half are economically disadvantaged, the campus also needs a strong early-warning and MTSS process that uses attendance, behavior, grades, assessment data, and intervention response to identify students quickly and provide targeted support.

Demographics Summary

Cuero Junior High is a Title I campus serving 434 students in Grades 6–8. The student population is primarily Hispanic (50.7%) and White (38.7%), with African American students representing 7.8% of enrollment. The campus has experienced a gradual enrollment decline from 483 students in 2023–24 to 434 students in 2025–26. Demographic data from 2025-26 show that 56.2% of students are economically disadvantaged, 47.9% are identified as at risk, 20.3% receive special education services, 15.4% receive dyslexia services, and 13.8% receive Section 504 services.

CJH serves substantial numbers of students receiving special education, dyslexia, and Section 504 services. This increases the importance of adequate staffing, coordinated services, consistent implementation of required supports, and monitoring of student access and progress.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Achievement

Student Achievement Strengths

- Reading Language Arts remained CJH's strongest tested content area in 2026, with 71% of students achieving Approaches Grade Level or Above, 45% achieving Meets Grade Level or Above, and 21% achieving Masters Grade Level.
- Although RLA Approaches performance declined from 81% in 2025 to 71% in 2026, the 2026 RLA results were comparatively stronger than other tested content areas.
- Science demonstrated relative strength, with 67% Approaches, 41% Meets, and 21% Masters in 2026.
- Science Masters performance improved from 9% in 2024 to 14% in 2025 and 21% in 2026.
- Existing RLA and Science strengths provide an opportunity to identify, support, and replicate effective Tier 1 instructional practices, use of data, student engagement strategies, and intervention structures across all content areas.

Student Achievement Weaknesses

- Overall student achievement declined across all STAAR performance levels from 2024 through 2026: Approaches declined from 70% to 62%, Meets declined from 46% to 36%, and Masters declined from 19% to 14%.
- Mathematics showed the most significant multi-year decline, decreasing from 72% Approaches, 47% Meets, and 21% Masters in 2024 to 58% Approaches, 29% Meets, and 5% Masters in 2026.
- Social Studies performance declined from 54% Approaches, 32% Meets, and 12% Masters in 2024 to 44% Approaches, 23% Meets, and 12% Masters in 2026.
- The campus has not consistently moved enough students from Approaches to Meets and Masters, especially in Mathematics and Social Studies.
- Achievement gaps persist between economically disadvantaged and non-economically disadvantaged students. In 2026, economically disadvantaged students achieved 51% Approaches, 23% Meets, and 8% Masters, compared with 68% Approaches, 42% Meets, and 17% Masters for non-economically disadvantaged students.
- Students receiving special education services achieved 24% Approaches, 8% Meets, and 0% Masters across tested subjects in 2026.
- The High Focus accountability group achieved 45% Approaches, 20% Meets, and 6% Masters across tested subjects in 2026.
- Hispanic student achievement declined across all subjects, with Approaches performance decreasing from 63% in 2024 to 53% in 2026 and Meets performance decreasing from 38% to 26%.

Student Achievement Needs

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- CJH needs a focused, consistent, data-driven instructional response to reverse declining overall STAAR performance and improve outcomes for all student groups.
- The campus needs stronger Tier 1 instruction in every classroom, including clear TEKS alignment, grade-level rigor, frequent checks for understanding, responsive small-group instruction, and timely feedback.
- CJH needs to prioritize Mathematics and Social Studies through common formative assessments, TEKS-level analysis, targeted reteach, daily or scheduled intervention, tutoring, acceleration, and frequent progress monitoring.
- The campus needs to identify and replicate the Tier 1 practices supported by instructional and student-work evidence to comparatively stronger results in RLA and Science, adapting those practices as appropriate across all core content areas.
- Teachers need protected PLC time and common protocols to analyze results, identify student and TEKS gaps, plan reteach and enrichment, monitor intervention effectiveness, and revise supports quickly.
- CJH needs to focus on moving students from Approaches to Meets and Masters, particularly in Mathematics, where Masters performance declined from 21% in 2024 to 5% in 2026.
- Economically disadvantaged students, Hispanic students, African American students, emergent bilingual students, and students receiving special education services need timely, targeted, and progress-monitored academic support.
- Students receiving special education services need consistent access to grade-level instruction, appropriate accommodations, specially designed instruction, inclusive practices, and regular monitoring of academic growth.
- Emergent bilingual students need consistent ELPS-aligned instruction, academic-language development, appropriate linguistic accommodations, and content-area supports that maintain grade-level rigor.
- Campus leaders need to monitor implementation through biweekly walkthroughs, PLC documentation, student data trackers, benchmark and CBA results, intervention rosters, and six-week data reviews.

Student Achievement Summary

Cuero Junior High has been identified for Comprehensive Support and Improvement (CSI) for the 2026–2027 school year. Under Texas accountability rules, CSI identification for Title I campuses is based on ranking in the bottom five percent of Closing the Gaps scaled scores among campuses of the same school type. CJH's 2026 STAAR Performance component score was 37, resulting in a Student Achievement domain scaled score of 69 and a D rating. The STAAR Performance component score declined from 41 in 2025 and 45 in 2024.

Across all tested subjects, CJH's performance declined at every STAAR performance level. Approaches Grade Level or Above decreased from 70% in 2024 to 69% in 2025 and 62% in 2026. Meets Grade Level or Above decreased from 46% in 2024 to 39% in 2025 and 36% in 2026. Masters Grade Level declined from 19% in 2024 to 15% in 2025 and 14% in 2026. RLA remained the strongest overall content area in 2026 at 71% Approaches, 45% Meets, and 21% Masters. Science also showed comparatively stronger performance at 67% Approaches, 41% Meets, and 21% Masters.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

- A new principal and assistant principal focused on school improvement with capacity-building support provided by district leadership, a school-improvement consultant, and Region 3.
- Established systems for weekly PLCs, student data trackers, a whole-school data binder, six-week data reviews, and targeted intervention planning.
- Students, teachers, and campus leadership will closely monitor academic, attendance, discipline, and course-performance data to identify trends and necessary support.
- CJH has committed to a structured, evidence-based approach to improving student outcomes.

School Culture and Climate Weaknesses

- Disciplinary placements increased from 3.5% in 2023–2024 to 6.8% in 2024–2025, exceeding the reported district rate of 3.9% and state rate of 2.0%. This indicates a need to examine behavioral supports, disciplinary responses, and instructional time lost to placements.
- The new leadership team must intentionally build trust and a common vision for improvement.
- Newly established and strengthened systems will require clear communication, staff ownership, and consistent campuswide implementation.
- Campus leadership must ensure that all staff consistently use data, documentation, intervention routines, and family-contact procedures.
- Students needing support may not always be identified early enough or receive interventions with the same level of consistency across courses or grade levels.
- Staff will need continued support in connecting academic, attendance, and behavior information into one coordinated student-support process.

School Culture and Climate Needs

- CJH needs consistent classroom and common-area behavioral expectations, a clearly communicated process for classroom-managed and office-managed behaviors, proactive family contact, and targeted support for students with repeated incidents.
- CJH needs to sustain a collaborative, high-expectations culture through consistent communication, staff recognition, coaching, mentoring, and monitoring.
- The campus needs a coordinated early-warning process that identifies students with academic, attendance, behavior, or social-emotional concerns and ensures timely intervention.
- CJH needs clear schoolwide expectations for documentation, intervention, family outreach, and follow-up.
- Campus leaders need to monitor implementation through walkthroughs, PLC documentation, faculty meetings, data reviews, and six-week milestone checks.

School Culture and Climate Summary

Cuero Junior High is implementing a focused improvement structure supported by a new leadership team, district capacity-building support, frequent data review, targeted intervention, staff coaching, and regular monitoring of progress. CJH will continue to build a safe, collaborative, high-expectations culture in which staff members share responsibility for student learning and respond promptly to academic, attendance, behavior, assignment-completion, and social-emotional concerns.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Teachers have been strategically assigned to core-content areas based on certification, experience, and campus instructional needs.
- Teachers will receive at least biweekly feedback from campus leadership and/or an instructional coach. First-year teachers will also receive differentiated support through PREP mentorship, nonevaluative mentor walkthroughs, and coaching.
- The campus has a defined PLC structure that provides regular opportunities for teacher collaboration and problem-solving.
- Staff have access to report concerns to campus leadership through an anonymous platform to encourage open and honest feedback.

Staff Quality, Recruitment and Retention Weaknesses

- The campus will need to build and sustain staff capacity as new initiatives, systems, and instructional expectations are implemented.
- Some teachers may need differentiated support to consistently implement standards-aligned instruction, accommodations, ELPS supports, data-driven intervention, and progress-monitoring practices.
- Frequent coaching and feedback must be balanced with clear communication and support so that staff view the process as developmental, not merely evaluative.
- The campus will need to implement systems to recognize staff effort, promote teacher voice, support work-life balance, and retain effective personnel during intensive improvement work.

Staff Quality, Recruitment and Retention Needs

- CJH needs to provide sustained, differentiated professional learning linked directly to classroom expectations, student data, and campus goals.
- Campus leaders need to use staff feedback and implementation evidence to identify professional-learning priorities and recognize effective practice.
- CJH needs to strengthen staff retention through clear expectations, timely communication, meaningful recognition, collaborative planning, and responsive support.
- CJH needs to coordinate with district personnel to monitor vacancies, certification and assignment requirements, staffing stability, and new-teacher support, using staff feedback to guide recruitment and retention efforts.

Staff Quality, Recruitment and Retention Summary

CJH recognizes that high-quality, supported, and retained staff members are essential to improving student outcomes. At the beginning of 2026–2027, CJH had no instructional vacancies, four teachers new to the campus, and two teachers in their first two years of teaching. The campus has strategically assigned certified teachers to core-content areas and will provide differentiated professional learning, mentoring, instructional coaching, frequent observation and feedback, and district-level support to build staff capacity and strengthen implementation of the Targeted Improvement Plan.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- CJH is in its second year of implementing Bluebonnet Learning Math.
- CJH administers TEKS-aligned curriculum-based assessments every six weeks, along with BOY, MOY, and EOY benchmarks.
- Assessment results will be disaggregated by TEKS, student group, class/teacher, and individual student to identify strengths, unfinished learning, and priority skill gaps.
- The campus has committed to daily STAAR intervention for seventh-grade students who earned Did Not Meet Grade Level on the 2026 reading or mathematics STAAR assessment.
- Weekly PLCs will focus on assessment analysis, priority TEKS, reteach, small-group instruction, intervention, acceleration, accommodations, specially designed instruction, ELPS supports, and follow-up actions.
- Student Data Trackers and a whole-school data binder will make growth visible and support timely instructional decisions.
- The campus has identified 2026–2027 student-outcome goals: 76% Approaches, 49% Meets, and 24% Masters in RLA; 63% Approaches, 33% Meets, and 8% Masters in math; and 67% Approaches, 40% Meets, and 16% Masters overall.

Curriculum, Instruction and Assessment Weaknesses

- Current academic performance requires intensive curriculum and instruction improvement, as reflected in CJH's Comprehensive Support and Improvement designation and stated school-improvement strategy.
- Students who did not meet grade level in reading and mathematics need targeted, sustained acceleration to address TEKS and prerequisite-skill gaps.
- The campus must ensure that assessment results consistently lead to timely reteach, intervention, small-group instruction, tutoring, and acceleration rather than only identifying gaps.
- The campus needs to ensure consistent Tier 1 instructional expectations across classrooms, including bell-to-bell instruction, TEKS alignment, progress monitoring, accommodations, and language supports.
- Progress-monitoring systems will require accurate data entry, protected collaboration time, and consistent follow-through.

Curriculum, Instruction and Assessment Needs

- CJH needs consistent implementation of rigorous, TEKS-aligned Tier 1 instruction in every core-content classroom.
- The campus needs to regularly assess data, disaggregate results, identify priority gaps, reteach, intervene, monitor growth, and adjust supports.
- Students below grade level need daily or scheduled targeted intervention that is based on diagnostic, benchmark, CBA, STAAR, and progress-monitoring data.
- Teachers need continued support in effective use of curriculum, IXL, DMAC/Formative assessment reports, small-group instruction, and standards-aligned planning.
- CJH needs to ensure students in special populations receive appropriate accommodations, specially designed instruction, inclusive practices, and ELPS-aligned linguistic supports.
- PLCs need protected time, common protocols, action-step documentation, and administrative follow-up to ensure their work improves student outcomes.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

CJH is implementing an intensive curriculum and instruction improvement strategy focused on TEKS-aligned Tier 1 instruction, data-driven intervention, frequent progress monitoring, and targeted acceleration. The campus will use Bluebonnet Math in grades 6–8, daily seventh-grade STAAR intervention for students who did not meet grade level in reading and/or mathematics, TEKS-tagged curriculum-based assessments, BOY/MOY/EOY benchmarks, IXL diagnostics, student data trackers, and weekly PLCs to identify unfinished learning and adjust instruction.

Texas Education Agency
2026 Accountability Rating Overall Summary
 CUERO J H (062901041) - CUERO ISD - DEWITT COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		65	D	
Student Achievement		69	D	70%
STAAR Performance	37	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		60	D	0%
Academic Growth	53	58	F	
Relative Performance (Eco Dis: 56.2%)		60	D	✓
Closing the Gaps	14	57	F	30%

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations



Cuero Junior High School 2026 STAAR Results

Subject	Level	Year		Subject	Level	Year	
6 - Math	1 - Did not meet	2026	32%	6 - Reading	1 - Did not meet	2026	38%
6 - Math	2 - Approaches and above	2026	68%	6 - Reading	2 - Approaches and above	2026	62%
6 - Math	3 - Meets and above	2026	31%	6 - Reading	3 - Meets and above	2026	48%
6 - Math	4 - Masters	2026	6%	6 - Reading	4 - Masters	2026	26%
Subject	Level	Year		Subject	Level	Year	
7 - Math	1 - Did not meet	2026	64%	7 - Reading	1 - Did not meet	2026	28%
7 - Math	2 - Approaches and above	2026	36%	7 - Reading	2 - Approaches and above	2026	72%
7 - Math	3 - Meets and above	2026	17%	7 - Reading	3 - Meets and above	2026	43%
7 - Math	4 - Masters	2026	0%	7 - Reading	4 - Masters	2026	22%
Subject	Level	Year		Subject	Level	Year	
8 - Math	1 - Did not meet	2026	46%	8 - Reading	1 - Did not meet	2026	21%
8 - Math	2 - Approaches and above	2026	54%	8 - Reading	2 - Approaches and above	2026	79%
8 - Math	3 - Meets and above	2026	26%	8 - Reading	3 - Meets and above	2026	44%
8 - Math	4 - Masters	2026	4%	8 - Reading	4 - Masters	2026	15%
Subject	Level	Year		Subject	Level	Year	
8 - Science	1 - Did not meet	2026	33%	8 - Social Studies	1 - Did not meet	2026	56%
8 - Science	2 - Approaches and above	2026	67%	8 - Social Studies	2 - Approaches and above	2026	44%
8 - Science	3 - Meets and above	2026	41%	8 - Social Studies	3 - Meets and above	2026	23%
8 - Science	4 - Masters	2026	21%	8 - Social Studies	4 - Masters	2026	12%
Subject	Level	Year					
Algebra 1	1 - Did not meet	2026	5%				
Algebra 1	2 - Approaches and above	2026	95%				
Algebra 1	3 - Meets and above	2026	64%				
Algebra 1	4 - Masters	2026	21%				

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

- CJH families demonstrate strong support for students through high attendance and enthusiastic participation at athletic events, band concerts, choir concerts, pep rallies, fine arts activities, the District Art Show, the Scripps Spelling Bee, and other student-centered celebrations.
- CJH offers multiple family-engagement opportunities, including Junior Gobbler Camp for new students and families, Open House/Meet the Teacher, Parent Night, the Annual Title I Parent Meeting, STAAR informational sessions, parent-teacher conferences, and the upcoming public Targeted Improvement Plan meeting.
- CJH communicates opportunities for involvement through newsletters, flyers, emails, social media, Parent Portal, teacher outreach, and campus events.

Family and Community Involvement Weaknesses

- While CJH experiences strong parent and family attendance at athletic, fine arts, student-recognition, and extracurricular events, attendance at parent meetings, informational nights, Title I meetings, and other academic-support sessions is limited.
- Limited attendance at informational events may reduce opportunities for families to learn about student achievement data, campus goals, STAAR expectations, Title I services, attendance requirements, interventions, academic supports, and ways to monitor student progress.

Family and Community Involvement Needs

- CJH needs to increase family participation in academic, Title I, campus-improvement, safety, attendance, and student-support meetings while continuing to maintain strong family engagement at athletic, fine arts, leadership, and student-recognition events.
- The campus needs to schedule informational meetings at varied times and offer flexible formats.
- CJH needs to connect academic and informational content to high-attendance student events when appropriate.
- The campus needs to provide clear, family-friendly materials that explain student achievement data, STAAR expectations, Title I services, interventions, attendance, Parent Portal, student data trackers, and strategies families can use at home.

Family and Community Involvement Summary

Cuero Junior High is committed to building meaningful partnerships with families and community members to support student achievement, student wellness, safety, leadership, and positive school climate. CJH provides regular communication through weekly newsletters, flyers, emails, social media, Parent Portal, teacher outreach, conferences, and family events. The campus offers multiple opportunities for family and community involvement, including Junior Gobbler Camp for new students and families, Open House/Meet the Teacher, Parent Night, the Annual Title I Parent Meeting, STAAR informational sessions, band and choir concerts, pep rallies, athletic events, student leadership activities, NJHS induction and events, the District Art Show, and the Scripps Spelling Bee. During the 2026–2027 school year, CJH will also conduct a public meeting to present the

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Targeted Improvement Plan, review campus performance and improvement priorities, and invite parent and community input.

CJH benefits from strong family participation at athletic, fine arts, and student-recognition events; however, the campus will focus on increasing family participation in academic, informational, Title I, and campus-improvement meetings so that more families have access to information and opportunities to contribute to student success.

School Context and Organization

School Context and Organization Strengths

- CJH has regular, pep rally, and early release bell schedules that provide equal instructional time for all class periods within each schedule.
- A recess period is built into the schedules for all students, providing a designated opportunity for movement, recreation, and peer interaction.
- Campus scheduling provides a structure for core instruction, targeted intervention, electives, and student-support services.
- A new principal and assistant principal lead the campus improvement work with support from district leadership, a school-improvement consultant, Region 3, and district staff.
- Certified teachers have been strategically assigned to core-content areas to support campus instructional needs.
- CJH has a defined PLC structure that includes weekly conference-period meetings, a monthly working lunch, and a staff-development data-review day every six weeks.

School Context and Organization Weaknesses

- The 2025–2026 bell schedule provided unequal time for class periods, resulting in differences in scheduled instructional opportunities depending on the period in which a course was offered.
- Revised schedules and newly established organizational systems require consistent communication, staff implementation, and monitoring.
- Implementing several new or strengthened systems simultaneously creates a need to prioritize tasks and clarify responsibilities to avoid fragmented implementation.
- Competing campus responsibilities require careful scheduling and delegation to protect time for PLCs, walkthroughs, coaching, intervention planning, and follow-up.
- Coordination among administrators, teachers, counselors, the registrar, special education staff, intervention staff, and department leaders requires clearly defined procedures for data entry, intervention placement, family contact, and progress monitoring.

School Context and Organization Needs

- CJH needs to consistently implement and monitor regular, pep rally, and early release schedules to maintain equal time across class periods and minimize avoidable loss

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

of instructional time.

- The campus needs clear supervision, transition, and participation procedures for recess to ensure that all students can participate safely and appropriately.
- CJH needs to review the master schedule and student placements regularly to ensure access to core instruction, targeted intervention, electives, and required student services.
- Campus leaders need to protect instructional-leadership and collaboration time through clear delegation, coverage, and scheduling.
- CJH needs a coordinated implementation calendar identifying assessment dates, PLC meetings, professional learning, walkthrough cycles, intervention reviews, and milestone checkpoints.
- The campus needs clearly assigned responsibilities and common documentation tools for student data, intervention placement, family communication, and follow-up.

School Context and Organization Summary

Cuero Junior High has reorganized campus schedules and leadership systems to support consistent instructional time, student well-being, and implementation of the 2026–2027 Targeted Improvement Plan. The 2025–2026 bell schedule did not provide equal instructional time for each class period. CJH now has regular, pep rally, and early release schedules that provide equal time for all class periods within each schedule and include a recess period for all students.

Campus scheduling supports core instruction, targeted intervention, elective opportunities, and coordinated student services. The campus has a new principal and assistant principal, strategically assigned certified teachers, and capacity-building support from district leadership, a school-improvement consultant, and Region 3. Established organizational structures include weekly PLCs, a defined assessment and intervention cycle, and six-week milestone reviews. These structures are designed to clarify responsibilities, protect instructional and collaboration time, and support timely responses to student needs.

Technology

Technology Strengths

- All CJH students take a Technology Applications course in the 6th grade, ensuring that every student receives direct instruction in digital literacy, responsible technology use, productivity tools, research, communication, and foundational technology skills.
- CJH has dedicated instructional technology support, knowledgeable technology staff, reliable campuswide wireless connectivity, individual student Chromebooks, teacher computers/laptops, and classroom presentation equipment.
- Students have access to learning applications and online instructional opportunities.
- Teachers have access to DMAC, Formative, IXL, and other platforms to track student data.
- CISD offers summer technology professional development for teachers.

Comprehensive Needs Assessment

Technology Weaknesses

- Consistent Chromebook charging, care, access, logins, and digital-citizenship expectations are needed.
- Although CJH has strong technology access, the campus must ensure that student screen time and use of digital platforms remain purposeful, balanced, and aligned to learning objectives; technology should enhance—not replace—effective teacher-led instruction, reading, writing, discussion, hands-on learning, and peer collaboration.

Technology Needs

- CJH needs to establish and communicate campuswide expectations for purposeful, balanced technology use, including appropriate screen time, digital citizenship, active monitoring, use of technology to support, not replace, high-quality Tier 1 instruction, and intentional integration of non-digital learning experiences.
- CJH needs to maintain dependable devices, chargers, wireless connectivity, classroom equipment, technology staffing, and technical support.
- The campus needs ongoing differentiated technology professional development.
- Teachers need support using digital tools to identify skill gaps, assign targeted practice, monitor growth, and adjust instruction.

Technology Summary

CJH has a strong technology infrastructure that supports instruction, assessment, intervention, communication, and campus operations. All 6th grade students participate in a Technology Applications course that develops digital literacy, responsible technology use, research, communication, productivity, and foundational technology skills. The campus has an assigned Instructional Technologist, responsive technology-department support, reliable wireless connectivity, classroom flat-panel displays or overhead projectors, individual Chromebooks for all students, and computers or laptops for all teachers. Students use online learning applications to enhance and remediate instruction, while staff use technology systems to support assessment, data analysis, intervention, professional learning, and instructional feedback.

CUERO J H

Goal 1. Improve Student Achievement

Objective 1. (Overall STAAR performance) By May 2027, CJH will improve overall STAAR performance to at least 67% Approaches Grade Level or Above, 40% Meets Grade Level or Above, and 16% Masters Grade Level, as measured by 2027 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement rigorous, TEKS-aligned Tier 1 instruction in every core classroom through clear learning targets, grade-level tasks, frequent checks for understanding, timely feedback, and responsive instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4.1,5.1,5.2,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026-May 2027		Criteria: Walkthrough data, lesson-plan evidence, student work, CBA/benchmark results, feedback records, and six-week reviews. 10/21/26 - Significant Progress
2. Use TEKS-tagged CBAs, BOY/MOY/EOY benchmarks, IXL diagnostics, and STAAR data in weekly PLCs to identify unfinished learning, analyze student performance, and plan reteach, small-group instruction, intervention, enrichment, and follow-up actions. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: PLC agendas and minutes, assessment analyses by TEKS, intervention/enrichment rosters, student growth measures, and six-week leadership-review documentation. 10/21/26 - Significant Progress 10/21/26 - Some Progress
3. Continue Bluebonnet Learning Math in grades 6–8 and provide daily reading and/or mathematics intervention for identified seventh-grade students. Use current assessment data to plan teacher-led reteach, targeted small-group instruction, practice, and enrichment; review student response every six weeks and adjust supports as needed. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,ECD,EB,SPED,504) (Strategic Priorities: 2,4) (ESF: 4.1,5.3,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026–May 2027		Criteria: Curriculum implementation will be monitored through lesson plans, walkthrough evidence, and student work. Intervention implementation will be monitored through student schedules, rosters, attendance records, and instructional documentation. Every six weeks, teachers and campus leaders will review CBA results, benchmark data when available, IXL diagnostic and skill-progress data, and student trackers to document growth, revise student groups, adjust instructional supports, and identify students needing continued intervention or enrichment.

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Goal 1. Improve Student Achievement

Objective 1. (Overall STAAR performance) By May 2027, CJH will improve overall STAAR performance to at least 67% Approaches Grade Level or Above, 40% Meets Grade Level or Above, and 16% Masters Grade Level, as measured by 2027 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/21/26 - Significant Progress

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Goal 1. Improve Student Achievement

Objective 2. (Special Populations and Achievement Gaps) By May 2027, CJH will increase achievement for economically disadvantaged students, Hispanic students, African American students, emergent bilingual students, students receiving special education services, and students in the High Focus accountability group by 5% through targeted Tier 1 supports, interventions, accommodations, and progress monitoring.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate academic, attendance, behavior, assignment-completion, and course-performance data by student group during PLCs and six-week leadership reviews to identify gaps, assign supports, and monitor progress. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: H,AA,ECD,EB,SPED,504) (Strategic Priorities: 2,4) (ESF: 1.2,5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026-May 2027		Criteria: Disaggregated data reports, PLC minutes, intervention assignments, six-week review notes, and student growth by group. 10/21/26 - Significant Progress
2. Ensure students receive effective grade-level access and targeted supports through standards-based IEP implementation, specially designed instruction, accommodations, inclusive practices, ELPS-aligned instruction, language objectives, linguistic scaffolds, and frequent progress monitoring. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB,SPED) (Strategic Priorities: 1,2) (ESF: 2.1,4.1,5.2,5.4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2026–May 2027		Criteria: Walkthrough evidence, IEP/LPAC documentation, accommodation monitoring, teacher-training records, student work, progress-monitoring results, and achievement data. 10/21/26 - Some Progress

CUERO J H

Goal 2. Safe and Optimal Environment

Objective 1. (Safety, Belonging, and Behavior) By May 2027, CJH will strengthen a safe and positive campus climate by implementing consistent schoolwide expectations, student-support processes, and behavioral responses, as evidenced by a 10% reduction in office discipline referrals and repeat referrals from the 2025–2026 baseline and improvement in student and staff climate-feedback results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach, reinforce, and consistently monitor clear schoolwide expectations and procedures for classrooms, common areas, arrival/dismissal, buses, extracurricular events, and digital spaces. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,3.1,3.2,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Walkthrough observations, student/staff feedback, discipline data, recognition participation, and six-week data reviews. 10/21/26 - Some Progress
2. Implement a consistent behavior-response process that defines teacher-managed behaviors, administrative referrals, documentation, parent communication, interventions, restorative practices, and student reentry procedures. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,5.1)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Referral reports, repeat-referral data, removal data, behavior intervention documentation, parent-contact logs, reentry records, and climate feedback. 10/21/26 - Some Progress
3. Review discipline, removal, repeat-referral, and climate data every six weeks to identify trends, provide staff coaching, adjust supports, and recognize positive student behavior and growth through Level Up, GOAT Party, and other campus systems. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Six-week discipline reports, repeat-referral lists, climate-survey results, recognition participation data, intervention records, and leadership-review minutes. 10/21/26 - Some Progress
4. Implement a campuswide bullying-prevention program aligned with TEA's Minimum Standards. Provide age-appropriate, research-based instruction on bullying, cyberbullying, neuroplasticity, healthier social and coping skills, rejecting bullying as a means of gaining social status, and reporting concerns. Reinforce instruction through student-led "Gobbler Reminders," classroom discussions, anti-bullying posters and contests, Unity Day activities, and encouraging messages displayed throughout campus.	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Evidence will include instructional materials and lesson records; student-led announcement scripts; committee rosters identifying parent and secondary-student participation; meeting agendas and minutes; climate-survey results and documented action plans; communication of anonymous and identified reporting options; secure incident-tracking records;

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Goal 2. Safe and Optimal Environment

Objective 1. (Safety, Belonging, and Behavior) By May 2027, CJH will strengthen a safe and positive campus climate by implementing consistent schoolwide expectations, student-support processes, and behavioral responses, as evidenced by a 10% reduction in office discipline referrals and repeat referrals from the 2025–2026 baseline and improvement in student and staff climate-feedback results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Engage a campus committee that includes parents and secondary students, use climate surveys, and teach students to report through Anonymous Alerts or a trusted adult. Use the Texas School Safety Center Bullying Checklist to assess incidents and provide research-based supports for targeted students and students engaging in bullying. Campus leaders will review data, monitor action plans, and ensure responses meet requirements for students with disabilities. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)				completed incident-assessment checklists; intervention and follow-up documentation for affected students; and documentation of required disability-related considerations. Campus leaders will review findings every six weeks and coordinate district-level monitoring. 10/21/26 - Some Progress
5. Implement and monitor campus safety procedures in coordination with district safety personnel and law enforcement. Conduct and document weekly exterior door sweeps during instructional hours to verify that doors are closed, latched, locked, and secure against unauthorized entry. Maintain controlled visitor access, visitor screening and identification, staff and student safety training, and required emergency drills. Review drill results, safety concerns, and corrective actions to strengthen implementation of the district's emergency operations plan. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Assistant Principal(s), Principal	August 2026–May 2027		Criteria: -Completed weekly door sweep logs -Documented deficiencies, repair requests, and corrective actions -Drill records and after-action reviews -Staff-training records 10/21/26 - Significant Progress

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Goal 2. Safe and Optimal Environment

Objective 2. (Attendance and Engagement) By May 2027, CJH will improve student attendance and reduce chronic absenteeism by 10% from the 2025–2026 baseline, as measured by attendance records and six-week attendance reviews.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use an early-warning process along with attendance, grades, behavior, missing assignments, and assessment data to identify students needing timely support. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.3,5.3,5.4)	Assistant Principal(s), DCSI (District Coordinator for School Improvement), Principal, School Nurse, Teacher(s)	August 2026–May 2027		Criteria: ADA reports, chronic absenteeism reports, early-warning rosters, six-week review agendas, and documented support assignments. 10/21/26 - Significant Progress
2. Promote daily attendance and student ownership through consistent family messaging, student data trackers, classroom incentives, recognition, and campus celebrations. (Title I SW Elements: 2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Attendance reports, student tracker completion, recognition participation, family communication records, student feedback, and chronic absenteeism trends. 10/21/26 - Significant Progress

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Goal 3. Parent/Family and Community Engagement

Objective 1. (Family Engagement and Participation) By May 2027, CJH will increase meaningful family participation in academic, Title I, campus-improvement, safety, attendance, and student-support events by 10% from the 2025–2026 baseline, as measured by sign-in records, surveys, participation data, and documented family feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and communicate a yearlong family-engagement calendar that includes academic, Title I, STAAR, attendance, safety, wellness, leadership, college/career, fine arts, athletic, and campus-improvement opportunities. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1.2,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Published calendar, communication records, event sign-ins, participation data, surveys, and end-of-year engagement evaluation. 10/21/26 - Significant Progress 10/21/26 - Some Progress
2. Provide accessible engagement opportunities through varied meeting times, digital links, and family-friendly materials in English and Spanish. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Attendance/sign-in records, family surveys, feedback forms, communication analytics, and documented adjustments based on family input. 10/21/26 - Significant Progress

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Goal 4. Recruit and Retain Highly Qualified Staff

Objective 1. (Staff Quality and Professional Growth) By May 2027, 100% of CJH teachers will participate in ongoing professional learning, PLC collaboration, and instructional feedback cycles aligned to campus improvement priorities, as documented through attendance records, PLC documentation, walkthrough evidence, coaching records, and professional-learning artifacts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure appropriately certified and qualified staffing while providing structured onboarding, mentorship, peer support, coaching, modeling, and targeted improvement plans for beginning teachers and staff requiring additional support. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,2.1,5.2)	Assistant Principal(s), Principal	August 2026–May 2027		Criteria: Staffing/certification records, onboarding completion, mentor-mentee check-ins, coaching records, walkthrough data, teacher feedback, and retention data. 10/21/26 - Significant Progress
2. Use focused professional learning, walkthroughs with timely feedback aligned to campus priorities, weekly PLCs, monthly collaborative planning time, and six-week data-review days to analyze TEKS-aligned assessment data, identify student needs, plan Tier 1 instruction and interventions, and monitor follow-up actions. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,4,4.1,5.2,5.3,5.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: PD attendance and completion records, walkthrough and coaching documentation, PLC agendas and minutes, data-review artifacts, instructional plans, intervention documentation, and student-performance growth. 10/21/26 - Some Progress

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Goal 4. Recruit and Retain Highly Qualified Staff

Objective 2. (Staff Retention, Recognition, and Collaboration) By May 2027, CJH will strengthen staff engagement, support, and retention by implementing systems for mentoring, collaborative planning, timely communication, staff recognition, and opportunities for staff voice.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide structured onboarding, mentorship, regular check-ins, and clear communication routines that support staff members with campus priorities, procedures, resources, student-support systems, and instructional expectations. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,2.1,3.1)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Onboarding records, mentor/mentee check-ins, staff communication records, staff-survey data, retention data, and leadership-team review. 10/21/26 - Some Progress
2. Protect time for planning, PLCs, data review, coaching, and collaboration, while using staff surveys, team meetings, informal feedback, and individual conferences to identify barriers and professional-learning or retention needs. (Title I SW Elements: 1.1,2.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,2.1,3.1)	Assistant Principal(s), Principal	August 2026–May 2027		Criteria: PLC participation, meeting records, staff-survey results, documented response to feedback, staff-retention data, and leadership-team review. 10/21/26 - Some Progress
3. Build a positive staff culture by recognizing staff contributions, instructional growth, collaboration, leadership, innovation, and student support, while sharing effective practices across departments and grade levels. (Title I SW Elements: 2.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,2.1,3.1)	Assistant Principal(s), Principal	August 2026–May 2027		Criteria: Recognition records, staff feedback, PLC/meeting artifacts, peer-sharing documentation, staff-survey data, and retention trends. 10/21/26 - Some Progress

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Goal 5. Promote College and Career Awareness/Readiness

Objective 1. (College and Career Awareness) By May 2027, 100% of CJH students will participate in at least one age-appropriate college and career awareness, exploration, leadership, or pathway-readiness activity, as documented through student participation records, lesson artifacts, student data trackers, event attendance, or advisory documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide campuswide college and career awareness experiences, including a College and Career Fair, career speakers, workforce and community partnerships, career-research activities, and information about high-school planning, endorsements, CTE pathways, and postsecondary options. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1.2,3.4,5.1)	Assistant Principal(s), Principal	August 2026–May 2027		Criteria: Event agendas, student participation records, career-interest activities, student/family surveys, counselor documentation, and lesson artifacts. 10/21/26 - Some Progress
2. Integrate college and career awareness, goal setting, future readiness, and real-world career connections into core instruction, electives, advisory, student data trackers, project-based learning, and campus events. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1.2,4.1,5.1)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Student trackers, goal-setting artifacts, lesson plans, project artifacts, student surveys, and participation records. 10/21/26 - Some Progress

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Goal 5. Promote College and Career Awareness/Readiness

Objective 2. (Student Leadership and Readiness Habits) By May 2027, CJH will increase student participation in leadership, service, academic, fine arts, athletic, and career-exploration opportunities by 10% from the 2025–2026 baseline, as measured by student participation records.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand and promote equitable access to student leadership, service, academic competition, fine arts, athletics, clubs, career exploration, and student-led activities, with deliberate outreach to students who are not already connected to campus programs. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Club/activity rosters, participation data, student-interest surveys, recruitment documentation, demographic participation review, and six-week leadership reviews. 10/21/26 - Some Progress 10/21/26 - Significant Progress
2. Teach and reinforce readiness habits including attendance, punctuality, organization, goal setting, communication, collaboration, digital citizenship, responsibility, perseverance, and self-advocacy through clubs, organizations, classrooms, student data trackers, and campus recognition systems. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3.1,3.2,3.3,5.1)	Assistant Principal(s), Principal, Teacher(s)	August 2026–May 2027		Criteria: Lesson artifacts, student data trackers, attendance and grade data, behavior data, student surveys, recognition data, and six-week reviews. 10/21/26 - Some Progress

CUERO J H Site Base

Name	Position
Fleener, Kim	Deputy Superintendent
Voges, Jennifer	Principal
Cox, Kelli	Assistant Principal
Marie, Carrie	Teacher
Bruch, Elisamaria	Teacher
Jaeger, Amanda	Teacher
Supak, Melinda	Teacher
Birch Boggs, Rachel	Teacher
Truman, Mariah	Teacher
Hansen, Stacy	Teacher
Dolan, Heather	Parent
Castillo, Curtis	Parent
Jurosek, Joe	Parent
Strait, Andrea	Community Member
Whitfield, Melisa	Community Member
Carson, Chris	Business Representative
Weber, Richard	Business Representative