

# Cuero Independent School District

## District Improvement Plan

### 2024-2025



**Board Approval Date:** October 21, 2024  
**Public Presentation Date:** October 7, 2024

# Mission Statement

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

## Vision

Cuero ISD is committed to providing educational opportunities for all our students to equip them to become lifelong learners and productive citizens.

Cuero ISD emphasizes the 21st Century 4Cs – critical thinking, communication, collaboration, and creativity.

## District Motto

"Committed to Excellence"

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 1:** 38% of students enter 2nd grade below grade level in Reading based on EOY MCLASS from John C. French Campus.

**Root Cause 1:** Inconsistent implementation of RLA TEKS across grade levels; need to increase students' phonics and early reading proficiency in grades K-1.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Demographics - Student Learning - District Processes & Programs

**Problem Statement 2:** 64.5 % of students are identified as economically disadvantaged which is a significant concern for our district as research shows that students living at or near poverty face unique hardships for learning.

**Root Cause 2:** Generational poverty; lack of education and opportunity for many families at or near the poverty level in rural areas.

**Problem Statement 2 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - District Context and Organization - Demographics - Student Learning - District Processes & Programs - Perceptions

**Problem Statement 3:** 2023 STAAR data reveals that Special Education students score below other student groups in ELA/reading, mathematics, science, and social studies.

**Root Cause 3:** Inconsistency in support, accommodations, acceleration and interventions for Special Education students.

**Problem Statement 3 Areas:** Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Demographics - Student Learning - District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Other additional data







# Goals

Revised/Approved: October 21, 2024

**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

**Performance Objective 1:** Cuero ISD will utilize the TEKS Resource System as a curriculum management tool for every grade level and core subject area.

**Evaluation Data Sources:** TEKS Resource System logins  
Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cuero ISD curriculum will include the Instructional Focus Documents, Year at a Glance, Vertical Alignment Documents, and GAP Document as part of the TEKS Resource System.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit, benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fundamental 5 and Teach Like a Champion will be utilized and documented in lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.


**Performance Objective 2:** Cuero ISD teachers will provide instructional learning activities that engage and provide high order thinking skills to increase student achievement.


**Evaluation Data Sources:** Lesson Plans  
 Unit Assessments  
 STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will take a unit test at least once per 6 weeks in core areas. Data will be monitored through the DMAC system and interventions provided for low performing students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in achievement on:                      Unit Assessments                      STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principals                      Instructional Coaches                      Interventionists                      Instructional technologists                      Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop lesson plans with complexity to improve the academic rigor of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in unit assessments and state scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principals                      Instructional Coaches                      Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will utilize a variety of data sources to measure student growth such as mClass, DRA, Unit Assessments, state assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Interventionists Instructional Technologists Asst. Supt. of C&amp;I</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - Title V, Part B, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase integration of technology in classroom instruction - document in lesson plans.</p> <p>Continued ongoing training in integration of technology and online resources in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Campus technologists District technology</p> <p><b>Funding Sources:</b> - Title I, Part A - \$10,000, - Title II, Part A - \$19,987</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Screen, identify and serve GT students; address the needs of gifted and high achieving students through GT (grades K-5), Honors, AP, and dual credit offerings;</p> <p>Increase rigor in course content and encourage increase in student participation in honors, AP, dual credit, and credit by exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in meets and masters in STAAR and STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> GT, Honors, and AP teachers Instructional Coaches Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Gifted/Talented, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

**Performance Objective 3:** Increase in phonetical awareness and reading levels by the time students enter grade 2.

**Evaluation Data Sources:** As reflected in mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor consistent use of ELAR Fountas &amp; Pinnell for K-1, Really Great Reading for phonics in K-2 and Pearson(SAAVAS) for grades 2-8</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A, - General Funds, - Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor reading benchmark results, phonics assessments, DRA, fluency, and mClass</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading achievement</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Principals</p> <p><b>Funding Sources:</b> - General Funds, - Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

**Performance Objective 4:** Cuero ISD will close performance gaps in subgroups white, African American, Hispanic and Sped by 5%.





**Evaluation Data Sources:** Unit Tests, STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regular and special ed will consult on intervention strategies to increase student achievement and attendance</p> <p>Utilize Content Mastery/Learning Lab for additional student support</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in special ed student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - General Funds, - IDEA B Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p> <p>Utilize campus interventionists for support to meet the needs of students requiring additional support through Response through Intervention process</p> <p>Continue to train,utilize and monitor Response to Intervention (RTI) on campuses to promote early intervention, collaboration of student support teams, document in Success Ed system</p> <p>Monitor the universal screening and progress monitoring and delivery of intervention at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Interventionists Instructional Coaches Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Differentiate instruction, and address special education, 504, ESL/EL, GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics. Utilize the Dyslexia Intervention Program for dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> District Dyslexia Teachers Instructional Coaches Counselors Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - General Funds, - IDEA B Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve and increase student performance, differentiate instruction, and address special education, 504, Emergent bilingual (formerly EL) , GT, at risk, economically disadvantaged, intervention, inclusion, CTE, and advanced academics</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors ESL Teachers Interventionists General Education teachers Special Education teachers CTE and advanced academic teachers Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title II, Part A, - Career/Technology Education, - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Address the needs of students with Limited English Proficiency of emergent bilingual students through coordination with ESC 3, participation in Region 3 Title III SSA, ESL certified teachers, utilize Rosetta Stone English, sheltered instruction, and ELPS. Support additional elementary and secondary teachers obtaining certification as ESL at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Screen, test, identify, and provide instruction for dyslexic students Provide training in dyslexia Use district dyslexia teachers to assess students for dyslexia, instruct students in dyslexia class, monitor exited students, and to participate in 504 meetings. Use multisensory program for dyslexia instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> District Dyslexia Teachers LSSP and Diagnosticians Special Education Director Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds - \$65,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Enhance dropout prevention; use credit recovery programs and resources available for students lacking credits and in danger of dropping out and provide flexible scheduling.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> CR Teacher(s) and SWAS Teachers Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds, - Title I, Part A, - Title V, Part B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide extended day opportunities (before and after school) and Saturday school to accelerate learning in accordance with HB 4545 and HB 1416 (changes to Accelerated Instruction).</p> <p>Provide in town transportation for after and Saturday school tutoring students.</p> <p>Provide extended year opportunities to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement <b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A - \$37,401, - TCLAS - Texas COVID Learning Acceleration Supports</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Support early childhood education with full day Pre-K for eligible children. <b>Strategy's Expected Result/Impact:</b> Increase in early learning opportunities <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - Title I, Part A - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Improve Student Achievement:** Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program.

**Performance Objective 5:** Maintain or increase CTE offerings by ensuring that all pathways offer courses on all levels so that students can be completers and are eligible to receive their certification or license.

**Evaluation Data Sources:** CCMR rates  
 Counselors  
 Principal  
 Deputy Superintendent





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that those making the master schedules at secondary are educated and working together to ensure that courses needed to complete pathways are accessible to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR readiness</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 1:** District will provide all state mandated required training.

**Evaluation Data Sources:** Discipline reports; bullying reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus &amp; district admin and counselors will be active in the identification of bullying and harassment on each campus</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds, - Title IV, Part A SSAEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be trained to recognize the signs of bullying, harassment, abuse and suicide and know how to respond to student needs. Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] Anonymous Alert will be used.</p> <p>FFI Legal FFI Local</p> <p><b>Staff Responsible for Monitoring:</b> Principals, counselors, district nurse Suicide prevention team Asst. Supt. of C&amp;I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training on and promote and support programs and activities for character education, conflict resolution programs [TEC 11.252(3)(B)(ii)] student physical, social, and emotional wellness, anti-bullying, bullying, harassment, suicide prevention, sex education, safety and wellness, and Dating violence [TEC 37.0831]</p> <p>Utilize bullying reporting and investigation procedures.</p> <p>Purchase and utilize Alert Now for anonymous reporting.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in reports of bullying and harassment. Increase in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, District Nurse, Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP - \$29,002</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Contract with and utilize Nixon-Smiley ISD for alternative ed (DAEP) with placements based on district and state guidelines</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in behavior and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$90,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to contract with Cuero Police Department and utilize School Resource Officers (SROs) for education and student safety</p> <p>2 SROs - 1 at Jr. High and 1 at HS</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school safety Reduction in discipline</p> <p><b>Staff Responsible for Monitoring:</b> Principals SROs</p> <p><b>Funding Sources:</b> - General Funds, - School Safety &amp; Security Grant, - Dept. of Justice COPS SVPP Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Student Support personnel to monitor student attendance, contact parents, and if needed, file for truancy</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance Increase in achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Student Services Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 2:** District will promote teacher, staff, and student safety and wellness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote and enhance SHAC Committee for emphasis on student wellness/health &amp; nutrition Increase # of parents participating Continue to use student participation at SHAC Meetings Continue to promote Catch curriculum and wellness at campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Deputy Superintendent</p> <p><b>Funding Sources:</b> - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote comprehensive wellness program sensitive to student/staff diversity</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> District Nurse Principals Counselors Deputy Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Update Raptor System</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Safety <b>Staff Responsible for Monitoring:</b> Tech Director Instructional Technologist</p> <p><b>Funding Sources:</b> - General Funds - \$2,625</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Promote and implement the Sandy Hook Say Something Program. School resource officers will train students in secondary schools.</p> <p><b>Funding Sources:</b> - School Safety Allotment, - Dept. of Justice COPS SVPP Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Hire two Licensed Professional Counselors (LPCs) and one School Climate Specialist to address and student and staff mental health; one to serve the elementary campuses and one to serve tat he secondary level.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff wellness</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 3:** Enhance and improve the safety and security of campus main entrance; window & glass security film installation and bullet resistant glass to increase emergency response time.

**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 4:** To fulfill its mission of creating a positive safe school climate and culture, Cuero ISD has established a District safety and security committee. The safety and security committee is established under the direction of Texas Education Code (TEC) 37.109.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Safety and Security meet and address needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Security and safety needs will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Funding Sources:</b> - General Funds, - Dept. of Justice COPS SVPP Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 5:** In accordance with Senate Bill 11 and to enhance the safety and security of all campuses, every classroom in the district has access to contact emergency services (911) directly.

**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 6:** Establish a threat assessment and safe and supportive school team to serve at each campus to help prevent school violence; members appointed to each team will have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]





**Goal 2:** Provide a Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation.

**Performance Objective 7:** Promote safe and healthy environments for students and to prevent and deter the use of vaping devices. Vape detectors installed and monitored in high traffic areas.

**Goal 3: Promote Parent/Family and Community Engagement:** Cuero ISD will build positive relationships and collaboration among parents, community, and staff.





**Performance Objective 1:** Strengthen home, school, community relations, involvement, and communication

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Student Support Services, parental liaisons, counselors, and agencies like MidCoast and Gulf bend for student &amp; family support; for dissemination of activities; provide transportation</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Student Services</p> <p><b>Funding Sources:</b> - Title I, Part A - \$45,000, - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support active campus parent/teacher organizations; provide opportunities for parental involvement and training; provide access to school programs and social services and to integrate community involvement</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance Increased achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support and monitor report card conferences with parents; completion of parent/teacher/student compacts; monitor contact logs for parent contact</p> <p>Support Title Parent Meetings on Title I campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title I, Part A - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support Early Learning Activities for age birth to 4 year old with parents and children</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and family involvement Increase in early math, reading, and social skills for young children</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Student Services</p> <p><b>Funding Sources:</b> - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support parent, family, and community engagement of emergent bilingual students by implementing the Latino Family Literacy Project. Dual language books, vocabulary sheets, and reading tips will be provided to help build a strong reading foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent, family and community engagement of emergent bilingual population.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Special Programs Director</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title III, Part A - LEP (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4:** Recruit and Retain Highly Qualified Staff: Positions in Cuero ISD will be filled by highly qualified (certified) teachers and staff.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct recruitment activities such as participation in job fairs, posing vacancies in multiple site/organizations to ensure highly qualified personnel in all positions.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District administration Campus principals</p> <p><b>Funding Sources:</b> - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all meet highly qualified status</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> District administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have time to meet and plan in professional learning (PLCs) during the school day and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Promote College and Career Readiness.





**Performance Objective 1:** 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)]

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide instruction in                      NCCER Core                      Microsoft Word, Excel, Adobe                      CNA                      Auto Mechanics                      Cosmetology</p> <p><b>Strategy's Expected Result/Impact:</b> Industry certifications earned</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      CTE Teachers                      Lead Counselor                      Deputy Superintendent</p> <p><b>Funding Sources:</b> - Career/Technology Education, - Carl Perkins Act (SSA)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 5:** Promote College and Career Readiness.

**Performance Objective 2:** Promote and support college and career days

**Evaluation Data Sources:** Trips taken  
Events held

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support College Visits for students  <b>Strategy's Expected Result/Impact:</b> Increase college and career awareness.  <b>Staff Responsible for Monitoring:</b> Principals                      Counselors                      Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP, - Title V, Part B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support campus college and career days  <b>Strategy's Expected Result/Impact:</b> Increased knowledge of and interest in careers and college  <b>Staff Responsible for Monitoring:</b> Principals                      Counselors                      Deputy Superintendent</p> <p><b>Funding Sources:</b> - Title IV, Part A SSAEP - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				



# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$887,563.00

**Total FTEs Funded by SCE:** 6.965

### Brief Description of SCE Services and/or Programs

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

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Arlitt	Teacher	0.125
Chasity Henneke	MTSS Coordinator	0.5
D'Nesha Rossett	Teacher	0.1
Hannah Price	Teacher	0.14
Jennifer Saenz	Teacher	0.14
Jessica Wyatt	Teacher	1
Kelly Phelps	Truancy	1
Kristine Pickett	Teacher	0.5
Larissa Neimeier	Teacher	0.28
Marie Rangnow	Teacher	1
Martha Martinez	Paraprofessional	0.75
Stephanie Dickens	Teacher	0.43
Susan Edwards	Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Arroyo	Instructional Coach	Core Subjects	1
Chasity Henneke	MTSS Coordinator	Title 1	0.5
Hannah Price	ELAR		1
Jennifer Saenz	ELAR Teacher		1
Jessica Wyatt	Instructional Coach		1
Kelly Winkler	RtI-MTSS	RLA	1
Kristene Pickett	RtI-MTSS		0.5
Larissa Niemeier	Math Teacher		1
Martha Martinez	Paraprofessional	Early Childhood	1
Shela Tucker	Math Interventionist	Math	1
Venus Hardin	Math Interventionist	Math	0.25

# District Funding Summary

Career/Technology Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

Carl Perkins Act (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$65,000.00
1	4	7			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00

General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	3			\$2,625.00
2	4	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$67,625.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	3			\$0.00
<b>Sub-Total</b>					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$90,000.00
<b>Sub-Total</b>					\$90,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	2	4			\$10,000.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	4	7			\$0.00
1	4	8			\$37,401.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	9			\$100,000.00
3	1	1			\$45,000.00
3	1	2			\$8,000.00
3	1	3			\$2,500.00
3	1	4			\$5,000.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$207,901.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	4			\$19,987.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$19,987.00
Title III, Part A - LEP (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$29,002.00

Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	2	2			\$8,000.00
<b>Sub-Total</b>					\$37,002.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	4	7			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
School Safety & Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
Dept. of Justice COPS SVPP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	2	4			\$0.00
2	4	1			\$0.00
<b>Sub-Total</b>					\$0.00
TCLAS - Texas COVID Learning Acceleration Supports					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8			\$0.00
<b>Sub-Total</b>					\$0.00

# Policies, Procedures, and Requirements


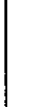


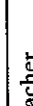
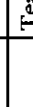


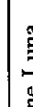
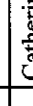


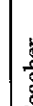
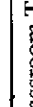


The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Counselors		Kim Fleener	9/25/2024
Child Abuse and Neglect	All Employees/Lead Counselor		Kim Fleener	9/25/2024
Coordinated Health Program	District Nurse		Kim Fleener	9/25/2024
Decision-Making and Planning Policy Evaluation	Principals		Kim Fleener	9/25/2024
Disciplinary Alternative Education Program (DAEP)	Principals/Nixon-Smiley DAEP		Kim Fleener	9/25/2024
Dropout Prevention	Principal/Counselors/SWAS Lead Teacher		Kim Fleener	9/25/2024
Dyslexia Treatment Program	Director of Special Education		Kim Fleener	9/25/2024
Title I, Part C Migrant	Director of Federal Programs		Kim Fleener	9/25/2024
Pregnancy Related Services	District Nurse		Kim Fleener	9/25/2024
Post-Secondary Preparedness	Counselors		Kim Fleener	9/25/2024
Recruiting Teachers and Paraprofessionals	Principals		Kim Fleener	9/25/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Kim Fleener	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management	Assistant Principals/Counselors	9/26/2024	Kim Fleener	9/25/2024
Texas Behavior Support Initiative (TBSI)	Special Education Director and Principals		Kim Fleener	10/6/2024
Technology Integration	Technology Director and Instructional Technologist		Kim Fleener	9/25/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	HR/Board Approved MOU		Kim Fleener	9/25/2024




# District Improvement Committee

Meeting Date: October 7, 2024 at 4:30 p.m.


Cuero ISD Boardroom

Committee Role	Name	Position	Signature
Classroom Teacher	Catherine Luna	Teacher	
Community Representative	Tresa Urbanovsky	Community	
Business Representative	Brian Gomez	Business	
Classroom Teacher	Sally Leinen	Teacher	
Classroom Teacher	Jaime Sims	Teacher	
Business Representative	Shanon Henson	Business	
Community Representative	Candace Williamson	Community	
Classroom Teacher	Laura Notaro	Teacher	
Classroom Teacher	Alexia Rodriguez	Teacher	
Classroom Teacher	Rik Scott	Teacher	
Classroom Teacher	Ayla Schuenemann	Teacher	
Classroom Teacher	Matthew Botello	Teacher	
Classroom Teacher	Hannah Smith	Teacher	
Classroom Teacher	Mariah Truman	Teacher	
Classroom Teacher	Katrina Pogue	Teacher	
Parent	Ruby Rodriguez	Parent Representative	
Parent	Chelsie Lemley	Parent Representative	
Classroom Teacher	Lynze Morris	Teacher	
Classroom Teacher	Jaslynn Koenig	Teacher	
Classroom Teacher	Deborah DeClements	Teacher	
<del>Classroom Teacher</del>	<del>Jaclyn Cox</del>	<del>Teacher</del>	<del></del>
Administrator	Stephanie Egg	John C. French Elementary Principal	
Administrator	Bridgette Cerny	Hunt Elementary Principal	
Administrator	Jaime Dyer	Junior High School Principal	



Committee Role	Name	Position	Signature
Administrator	Darrin Stansberry	High School Asst. Principal	
Advisory	Micah Dyer	Superintendent	
Advisor	Kim Fleener	Deputy Superintendent	

Christi Fuchs



## **Notes**

DPOC meeting - October 7, 2024

Cuero ISD Board Room

4:30-5:30 p.m.

Meeting was called to order at 4:30 p.m. by Ms. Cerny, departing 2023-2024 chairperson.

Nominations were taken for chairperson and secretary for the 2024-2025 school year.

Mrs. Fleener nominated Darrin Stansberry for chairperson. Dr. Dyer called for additional nominations. None were made. A vote was taken and Mr. Stansberry was elected chairperson unanimously.

Dr. Dyer nominated Hannah Smith for secretary. A call was made for others interested, but no one else was nominated. A vote was taken and Mrs. Smith was elected secretary unanimously.

Mr. Stansberry started with the first agenda item, district-wide updates. Dr. Dyer updated the committee by sharing predominately safety updates, highlighting improvements on each campus.

Mr. Stansberry then reviewed the DIP (District Improvement Plan) and projected it on the display for all to see, or a copy could be picked up on the table by the snacks and sign-in sheet.

He presented the DIP for Cuero ISD by highlighting the five main goals and how each one ties into improving student achievement, helping to provide a safe and optimal environment, promoting parent/family and community involvement, recruiting and retaining high quality faculty/staff, and promoting college and career readiness.

Mr. Stansberry then asked each principal to review their CIP (Campus Improvement Plan) and projected it on the display for all to see, or copies could be picked up on the table by the snacks and sign-in sheet.

Mrs. Fleener presented as Interim co-principal for CHS.

Mrs. Dyer presented for CJH.

Ms. Cerny presented for Hunt.

Ms. Egg presented for JCF.

The principals highlighted the five main goals as well as initiatives being taken, and strategies being implemented, on their campuses to reach them.

Mr. Stansberry called for a motion to approve the DIP and CIPs as presented. Mrs. Fuchs motioned to approve the DIP and CIP as presented. Ms. Egg made a 2nd. No one was opposed.

Mr. Stansberry then asked if any business partners, community members, or parents wanted to share anything with the committee. Mrs. Urbanovsky shared updates from the Chisholm Trail Heritage and offered field trip opportunities. Mrs. Williamson also spoke about 4 H opportunities and how their numbers are growing in our community.

Mr. Stansberry then asked if anyone would like to entertain a motion to adjourn the meeting. Dr. Dyer motioned to adjourn at 5:27 p.m. and Ms. Cerny made a second. No one was opposed, so the meeting adjourned.