

**Cuero Independent School District**  
**French Elementary**  
**2024-2025 Campus Improvement Plan**

**Board Approval Date:** October 21, 2024

# Mission Statement



## John C. French Elementary

The mission of Cuero ISD is:

To empower all students to reach their potential and become responsible, respectful citizens by teaching an enriched curriculum using all available resources.

John C. French Elementary: "Where Learning Begins."

## Vision

Our vision at John C. French Elementary is to inspire students and staff members to be life-long learners, that are productive in our community as responsible citizens and learners that have the ability to believe, engage, and excel in all they do.

## Value Statement

The core beliefs of John C. French Elementary include putting students first in all decision-making, maintaining high expectations, clear communication, collaboration, and a culture of continuous improvement.



# Table of Contents

|  |    |
|--|----|
| John C. French Elementary .....  | 2  |
| .....  | 2  |
| Comprehensive Needs Assessment .....   | 5  |
| Demographics .....   | 5  |
| Student Achievement .....  | 7  |
| School Culture and Climate .....   | 8  |
| Staff Quality, Recruitment, and Retention .....  | 9  |
| Curriculum, Instruction, and Assessment .....  | 10 |
| Parent and Community Engagement .....  | 11 |
| School Context and Organization .....  | 12 |
| Technology .....   | 13 |
| Priority Problem Statements .....  | 14 |
| Goals .....  | 15 |
| Goal 1: Improve Student Achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional program. ....         | 15 |
| Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe, secure, and orderly environments and facilities to further 21st century learning skills implementation. ... | 23 |
| Goal 3: Parent and Family Engagement: Cuero ISD will build positive relationships and collaboration among parents, community, and staff. ....                                  | 32 |
| Goal 4: Recruit and Retain Highly Qualified Staff: Positions in Cuero ISD will be filled by highly qualified (certified) teachers and staff. ....                              | 36 |
| Goal 5: Promote and Increase College and Career Readiness. ....  | 38 |
| State Compensatory .....   | 40 |
| Budget for French Elementary .....   | 40 |
| Personnel for French Elementary .....  | 40 |
| Title I .....  | 41 |
| 4.1: Develop and distribute Parent and Family Engagement Policy .....  | 41 |
| Title I Personnel .....  | 42 |
| Policies, Procedures, and Requirements .....   | 43 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The 2022-2023 TAPR report indicated an enrollment at John C. French Elementary of 302 students (5 in Early Childhood Education, 66 in Pre-K, 109 in Kindergarten, and 122 in First Grade), with 8.9% being African American, 54.6% being Hispanic, 31.8% being White, .3% being Asian, and 4.3% being two or more races. Of these students, 52.9% were considered at-risk, and 4.9% were English Learners.

| John C French TAPR Report 2023  |     |       |
|---------------------------------|-----|-------|
| Total Students                  | 302 |       |
| Early Childhood Education       | 5   | 1.7%  |
| Pre-Kindergarten                | 66  | 21.9% |
| Kindergarten                    | 109 | 36.1% |
| Grade 1                         | 122 | 40.4% |
|                                 |     |       |
| African American                | 27  | 8.9%  |
| Hispanic                        | 165 | 54.6% |
| White                           | 96  | 31.8% |
| American Indian                 | 0   | 0%    |
| Asian                           | 1   | 0.3%  |
| Pacific Islander 0 0.0%         | 0   | 0%    |
| Two or More Races 13 4.3%       | 13  | 4.3%  |
|                                 |     |       |
| Female                          | 139 | 46.0% |
| Male                            | 163 | 54.0% |
|                                 |     |       |
| Economically Disadvantaged      | 245 | 81.1% |
| Non-Educationally Disadvantaged | 57  | 18.9% |
| Section 504 Students            | 5   | 1.7%  |
| EB Students/EL                  | 14  | 4.6%  |

| <b>John C French TAPR Report 2023</b> |     |       |
|---------------------------------------|-----|-------|
| Students w/ Dyslexia                  | 0   | 0%    |
| Foster Care                           | 3   | 1.0%  |
| Homeless                              | 23  | 7.6%  |
| Title 1                               | 301 | 99.7% |
| At-Risk                               | 179 | 59.3% |

The campus is projecting enrollment for the 2024-25 school year to be 320 students. John C. French has four Pre-k teachers with aides, six kindergarten teachers with two aides; seven first-grade teachers with two aides, one PPCD teacher with five aides, One special education teacher and one aide. one P.E. coach and an aide; one GT teacher shared with another campus and a library aide. The campus has one principal, one counselor, one MTSS Coordinator, two part-time interventionists, and one secretary.

### Demographics Strengths

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

1. Most students that start in Cuero schools graduate from Cuero High School.
2. Attendance and Citizenship recognition are recognized every six weeks.
3. Student-to-teacher ratio is ideal for Pre-K - First Grade students.
4. Students participate in STEM, art, and music classes.

Our End of Year Survey indicated that our campus feels safe and provides a healthy environment for students to start their educational journey. French provides many different opportunities to involve families, such as Meet the Teacher, Magical Mondays, Family Reading Night, Family Math Night, Grandparent's Day Luncheon, Thanksgiving Luncheon, Christmas Bazaar, Career Day, and participation in the community parade.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** : Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

**Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Our students have behavior challenges due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

# Student Achievement

## Student Achievement Summary

We will continue to improve student achievement by ensuring we teach the whole child that academics, character, and relationships are equally important. We will monitor growth using our data walls and MCLASS. Students in grades Kinder and First are assessed using MCLASS. Students are screened with MCLASS at the Beginning, Middle, and End of the Year. Our overall summary showed that 62% of our kindergarten students scored at or above the benchmark. Overall, 63% of our first-grade students scored at or above benchmark.

## Student Achievement Strengths

John C. French has a unique, dedicated staff that keeps student success as its primary goal. By the end of the year, students reading below grade level in kinder and first grade made significant gains and were reading above or on grade level. We continue to see growth in our teacher's ability to analyze running records, Mclass data to ensure students are making adequate progress in reading. Providing after-school tutorials and Tiered intervention has also contributed to student success. Incorporating an additional part-time reading interventionist has proven helpful in gaining academic success for our students in kindergarten. JCF will work to improve targeted intervention with a new intervention design that will utilize our Mclass data and allow teachers to monitor students' progress every ten days. We project this individual, intense, and targeted intervention style will provide students with more support and increase their reading ability.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading data shows that many of our kindergarten and first-grade students are reading sufficiently below grade despite the fact they are showing at least one year or more of progress. **Root Cause:** Students are beginning their educational journey lacking basic fundamental skills due to not being able to attend a Pre-K program

# School Culture and Climate

## School Culture and Climate Summary

School culture and climate have drastically improved. Our discipline referrals are on the decline. We had very little overturn for the 2023-24 school year and had more applicants than positions this year. The leadership team has been a massive part of this success. We continue to teach guidance lessons and create campus-wide expectations that all students are expected to follow. Our staff seems to be more cohesive and generally happy to be here. Surveys revealed that students are generally happy to be in school and feel safe while attending school. The district and campuses are equipped with knowledge and supplies to ensure students are safe at school.

## School Culture and Climate Strengths

John C. French Elementary has tremendous community support and a growing Parent-Teacher Organization. Our faculty/staff gladly volunteer their time and effort throughout the year at numerous events such as the Grandparent's Day Luncheon, Thanksgiving Luncheon, Christmas Bazaar, and tattoo sales. Parents participate in making decisions for the campus at our Title One Fall Meetings, CPOC Meetings, and PTO Committee Meetings. Changes in school staff and the implementation of unity goals have changed the morale of the campus and have allowed them to work diligently as a school family to ensure that all of our students are successful. Teachers do an excellent job communicating with parents at the beginning and end of the year conferences and throughout the school year. We saw an increase in the number of parents attending RtI meetings every six weeks. We have teachers emailing, texting, and using the Remind app to communicate with parents. We have a welcoming and friendly environment at John C. French. Teachers have found new ways to communicate with parents by sending pictures and even using social media to create groups for their classes.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Cuero ISD continues to work to improve the compensation package for all employees when compared to our regional counterparts of similar size and demographics. John C. French had minimal turnover this year and an increase in applicants wanting to be a part of our campus. When positions become available at John C. French Elementary, we work diligently to fill positions with the most highly qualified individuals. Local and regional advertising and the Cuero ISD website, Region III, and TASANET are also utilized. We start reviewing applicants as early as March so we can get ahead and start filling positions. We offer to take on student teachers from surrounding colleges when possible. Cuero ISD is working with Region 4 Inspire, an Texas Tech US Prep, to build a residency program that will bring in more highly qualified teachers that we train ourselves.

## Staff Quality, Recruitment, and Retention Strengths

All staff will be required to observe in the spring and the fall and then reflect on their observations with their mentor. Weekly staff news and the use of Google Drive allow the staff to remain well-informed about what is happening each week in each grade level. Each grade level team is given planning time to prepare lessons for the following week and collaborate on students' academic progress. We have increased our number of part-time interventionists on campus. 96% of all teachers are certified, and all teachers can participate in meaningful training that applies to the campus curriculum. John C. French has also partnered with Region 3 to help implement curriculum and good classroom management. Goodie days, birthday celebrations, social events, and faculty meetings show teacher appreciation all year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** We have a difficult time finding highly qualified applicants that want to teach in a small district. **Root Cause:** Due to our rural location, we cannot compete competitively with larger districts' salary scales.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

We analyze and desegregate data (MCLASS and Circle) to drive instructional practices in the classroom. Teachers follow either the Pre-K guidelines or TEKS, following the TEKS Resource System's year at a glance (YAG) in math, social studies, and science as prepared by the Kindergarten and First-grade teachers. For ELAR, they will follow the Amplify year at a glance. Weekly PLC meetings will allow teachers to receive continuous support and give teachers time to plan and discuss student progress. Teachers write weekly lesson plans with the TEKS and student expectations listed. They will include their modifications and accommodations for Spec. Ed. 504, ELs on their own copy of the lesson plans. Teachers will enter RtI Tier 2 and 3 documentation into Success Ed. Teachers will keep student portfolios on every student and track progress throughout the year with anecdotal notes, progress monitoring checks, data meetings, and running records. Teachers will receive continuous support from administrators and interventionists with Phonics and Amplify Classroom training for Shared Reading, Interactive Reading, Independent Reading, Guided Reading, and Shared and Independent Writing; teachers will implement a lesson plan that is user-friendly and will allow them to ensure all parts of their balanced reading program is taught. The Dyslexia Specialist provided each classroom teacher and aide with training on pronouncing phonemes correctly. The intervention team and the administration trained all staff on implementing a new intervention design to provide individually targeted instruction for each student. Students are monitored every ten days and regrouped according to their progress or lack thereof. Increased time is spent discussing student progress in our weekly PLC meetings.

## Curriculum, Instruction, and Assessment Strengths

Analyze data to identify areas of concern to adjust instructional programs to student needs. Monitor student progress through grade-level meetings, ARDs, 504 meetings, vertical/horizontal alignment meetings, data team meetings, and Response to Intervention (RTI) teams to determine acceleration/remediation of student instruction. Teachers can teach students more depth and rigor using the Amplify curriculum and spend more time developing the foundation skills. Planning is essential each week and allows teachers to collaborate more about student success or lack thereof. We utilize the staff development days this year to continue professional development for our curriculum and allow teachers time to collaborate and discuss student progress. Student progress is based on our teacher data meeting notes to hold teachers accountable for their student's progress. We hold grade-level teacher data-driven meetings to discuss student progress after the MCLASS are administered and throughout the school year. Students in Kinder and First grade receive instruction each week in Keyboarding to adequately prepare them for the STARR test that will be administered online.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** All staff cannot reach a high level of understanding and mastery of our curriculum. **Root Cause:** The turnover of staff from year to year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

John C. French is where students start their educational journey. The campus prides itself on building supportive relationships with students and their families. The campus educates parents on the importance of attendance, academics, and social-emotional growth. John C. French partners with the Cuero Community to promote student success and provide tangible rewards and recognition for students. Campus grade levels inform families with weekly/monthly newsletters about upcoming events and what students are learning. JCF teachers send information through Blackboard, PTO, Facebook page, Class Dojo, Remind, and the Cuero ISD website. The Literacy grant provides Summer reading camps for JCF students during July. Special events like Meet the Teacher, Career Day, Muffins with Mom, Donuts with Dad, Thanksgiving Feast, Christmas Bazaar, Scholastic Book Fair/Reading Night, Kinder graduation, RIF and Family, and Community Paint Night. Our Parent Teacher Organization supports teachers and students with fun events throughout the school year. It allows parents to network with our community and other parents to build lasting relationships that support their children while attending school in Cuero.

## Parent and Community Engagement Strengths

French is known for its open communication and partnering with parents and families to ensure their children are safe and receive the best possible instruction daily.

PTO- Parent Teacher Organization

Student Services

Magical Mondays - after-hours library events for parents and students Campus Open for parents to join their children for lunch Special events throughout the year

Parent Conferences BOY, MOY, and EOY

Principal open door policy for parents to discuss their child's instructional progress and social progress

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We have difficulty getting parents to partner with us and understand the importance of education at an early age. **Root Cause:** Our parents are working to make ends meet at home, and making education a top priority is difficult.

# School Context and Organization

## School Context and Organization Summary

John C. French has a Master Schedule for optimum instructional time throughout the school day. Our staff greets Students at the drop-off and bus lines each morning and afternoon. All staff participate in an afternoon duty of either bus or car dismissal. Instruction begins promptly at 8:00 a.m. as students start to enter the classroom and organize themselves; they also eat breakfast in their room to maximize their instructional time and teach social and emotional development. Teachers use one lesson plan format for the school year in Google Docs. Teachers in each grade level keep student portfolios and document Tier interventions in Success Ed. Teacher Data Meetings and MTSS meetings are conducted to discuss student progress. Interventionists, Principals, and teachers look closely at MCLASS assessment. Teachers follow YAGs for guidance and consistent alignment. The campus provides a secure learning environment that requires all exterior doors to be locked. We have a buzz-in system for visitors to the campus and added protection on the front glass. Staff wears their badges and keys at all times while on campus or when visiting any campus or facility in the district. The Behavior Threat Assessment Team receives annual training with Texas State University. There is a campus safety binder where office staff can reference safety procedures, maps, drill prep, and reunification procedures. The campus Medical Emergency Response Team conducts practice drills and reviews emergent plans. The JCF staff is committed to ensuring our students are safe, secure, and academically successful.

## School Context and Organization Strengths

Teachers are already familiar with using Google Docs to enter lesson plans.

Teachers will have access to Amplify curriculum.

Organized schedules and routines are established for the campus

Teachers will receive more feedback from admin during teacher data meetings, data digs, PLCs, and more troughs We perform regularly scheduled safety drills

The leadership team helps to create our campus goals based on the teacher and staff surveys.

# Technology

## Technology Summary

Cuero ISD has put the infrastructure in place to enable digital learning for all students and staff, at all levels. Cuero ISD initiative that allows teaching and learning in and out of the classroom, anytime, anywhere. The mission of Cuero ISD is to empower all students to reach their potential and become responsible, respectful citizens by teaching an enriched curriculum, using all available resources. To create a learner-centered environment that makes learning authentic and relevant for our students while fostering the following skills and attributes:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking
5. Problem-Solving
6. Decision Making
7. Citizenship
8. Technology Operations/Concepts

## Technology Strengths

1. The district and campus classrooms are invested in technology and the ability to level the playing field and enhance and re-mediate instruction with our iPad.
2. Upgrades to our new building include flat-panel interactive television screens for the media center and the conference room.
3. iPad stations are in each classroom, as well as the library.
4. Students utilize Chromebooks to practice Keyboarding Without Tears
5. Amplify Reading
6. Multi-Media library grant will provide a 3D printer, more iPads, and stem activities for our students
7. Our campus has received iPads and cases with keyboards for every student.
8. Teachers are provided with Technology training in the summer, and our techs find time to provide small group training on Staff Development days.

# Priority Problem Statements

# Goals

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





**Performance Objective 1:** We will increase the percentage of students who score at or above grade level by 10% on their Reading Composite score in Kinder and First grade.

**Evaluation Data Sources:** mCLASS and BAS data analysis

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> MTSS intervention teacher will pull small groups of Tier 2 and Tier 3 students to improve reading and math academic performance</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make adequate progress throughout the year to make sure they are ready for the next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, MTSS Coordinator, teachers.</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Disaggregate and analyze data from unit assessments, Mclass, and Istation in PLC meetings to plan differentiated instruction that targets students not showing adequate progress and those who require more intensive intervention, while also providing higher-level instruction for students already meeting their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by data analysis as documented in our PLC meetings. Impact will be measured by: running records, anecdotal notes, Mclass</p> <p><b>Staff Responsible for Monitoring:</b> Principal, MTSS Coordinator, Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Utilize incentives such as the book vending machine, turkey bucks, and friendly classroom competition for both individual and team achievement when reaching their reading goal of ____ books read each 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation is measured by library circulation and percentage of student celebration. Impact is measured by student screener data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, MTSS Coordinator, Teachers, Librarian</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> All classroom teachers will implement Teach Like A Champion strategies to help them improve the daily delivery of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers were trained for Teach like a Champion at the beginning of the year. Implementation will be measured by walk though data and teacher evaluations. Impact is measured by mClass data.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, MTSS Coordinator, teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <p><b>Strategy 5:</b> John C. French Elementary will provide research base instruction to all learners that will include professional development from: Region 3: TEKS Resource System, Balanced Literacy, LPAC, EL training, Istation, Learning Without Tears, MTSS Intervention, Amplify</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by walkthroughs; progress / impact will be measured by TPRI scores, report cards, running records, BAS, and Individual teacher Data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, MTSS Coordinator, Interventionist, Support staff, teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

| Strategy 6 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 6:</b> John C. French Elementary classroom teachers will keep ongoing portfolios on each student to show progress throughout the year and share this portfolio with the students parents at the beginning of the year and end of the year conferences. This will also include a writing portfolio with dated writing samples</p> <p><b>Strategy's Expected Result/Impact:</b> Portfolios will display student growth, anecdotal notes, student work samples, and BAS levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, and Campus Principal</p> <p><b>Title I:</b><br/>2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</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:** Increase the number of students reading at or above grade level from 62% to 75% in Kinder and 63% to 75% in first grade. Teachers will implement a comprehensive literacy program that includes shared reading, interactive reading, independent reading, guided reading and writing, and handwriting with the use of Amplify, Learning Without Tears, and Really Great Reading, Mclass Intervention.


**High Priority**


**Evaluation Data Sources:** Progress monitoring: BAS, CLI ENGAGE, MCLASS, running records, anecdotal notes, and six weeks report cards, Learning Without Tears Journals, and Handwriting books.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The use of new curriculum, Amplify, will keep students engaged and align well with the new TEKs for ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading at or above grade level or making one years growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, and Reading Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 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 phonemic awareness from 51% to 70% in First grade to prepare students for 2nd grade.

**Evaluation Data Sources:** mClass EOY data

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

**Performance Objective 4:** All Kinder-First grade classroom teachers, interventionists, and paras will be trained in the new Amplify curriculum at the beginning of the year and receive on going support through online resources, webinars, and in person training.

**Evaluation Data Sources:** PLC and training agendas.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The teacher will implement Amplify Reading Curriculum to their daily lessons for independent, shared, and guided reading. They will also use this resource for their reading mini lessons, interventions, and small group lessons. Teachers will be provided with training throughout the school year on SD days, PLCs, and faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in reading on their BAS screener.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, MTSS Coordinator, Team leads</p> <p><b>Title I:</b><br/>2.4<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</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 5:** Reading interventionists will address and fill instructional gaps in reading and help support MTSS

**Evaluation Data Sources:** MClass and BAS

**Goal 2: 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:** All JCF staff members will be trained in district and campus safety trainings required by the state and will remain 100% compliant.


**Evaluation Data Sources:** Discipline reports; bullying reports  
 PLC and training agendas  
 Weekly door check logs  
 Monthly safety drills

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> French Elementary will follow board policy FFH (local) Freedom from discrimination, harassment, and retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by sign in sheets and faculty meeting discussions.<br/>           Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b><br/>           2.5<br/> <b>- ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning</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> French Elementary will follow board policy FFG (Exhibit) Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. (See policy provided in the addendum to this plan.) All staff will receive access to an electronic copy of this policy at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by sign-in sheets at faculty discussion meetings.<br/>           Impact will be measured by staff indicating their understanding via an acknowledgement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, MTSS Coordinator, Principal</p> <p><b>Title I:</b><br/>           2.5<br/> <b>- ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning</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> During the campus registration process, FES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs. Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by meeting notes from summer planning sessions regarding registration. 2. Impact will be measured by accurate registration process for new and returning students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Special Education Teachers, and Counselor</p> <p><b>Title I:</b><br/>2.5, 4.2<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</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> In collaboration with the district, FES will provide training for regular education teachers for TBSI relating to the instruction of students with disabilities</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by workshop completion certificates. Impact will be measured by teacher reflections submitted regarding their learning about TBSI framework.</p> <p><b>Staff Responsible for Monitoring:</b> Special education teacher, paras, and grade level lead teachers.</p> <p><b>Title I:</b><br/>2.5<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</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> FES will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. (See policy provided in the addendum to this plan.) Staff will be trained on recognizing bullying and signs of bullying during the first four weeks of school</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by training sign-in sheets. Impact will be measured by staff indicating their understanding of bullying and reporting procedures via an acknowledgement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, lead teachers, SRO</p> <p><b>Title I:</b><br/>2.5<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</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 2: 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:** Attendance is critical for student success, therefore FES will strive for 95% or better attendance each six weeks grading period.

**Evaluation Data Sources:** PEIMS data

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> ADA reports and Academic Data from student report cards and student attendance incentives.<br/> <b>Strategy's Expected Result/Impact:</b> ADA reports by 6 weeks and Academic Data from student report cards each 6 weeks<br/> <b>Staff Responsible for Monitoring:</b> Principal and secretary</p> <p><b>Title I:</b><br/>2.4, 4.2<br/> <b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</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> Partner with the Dewitt County Probation Office to implement the truancy program<br/> <b>Strategy's Expected Result/Impact:</b> Students will come to school daily and increase the student attendance rate.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Secretary, and Counselor</p> <p><b>Title I:</b><br/>2.4, 2.5, 4.2<br/> <b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</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> Counselor will teach weekly guidance classes to students and promote red ribbon week in October.<br/> <b>Strategy's Expected Result/Impact:</b> Students will demonstrate more confidence and use social emotional skills taught in guidance.<br/> <b>Staff Responsible for Monitoring:</b> Principal and Counselor</p> <p><b>Title I:</b><br/>2.5<br/> <b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</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 2:** 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: 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.

**Goal 2: 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: 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 3:** Parent and Family Engagement: Cuero ISD will build positive relationships and collaboration among parents, community, and staff.


**Performance Objective 1:** Teachers will hold parent conferences following the BOY and MOY Mclass screeners to go over report cards and screener data.

**Evaluation Data Sources:** Parent Conference sign in logs

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide opportunities for parental involvement on campus such as Meet the Teacher, Open House, or training opportunities for parents.<br/> <b>Strategy's Expected Result/Impact:</b> Parent involvement on and off campus<br/> <b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b><br/>                     4.2<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</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> French will host a family Reading night with different reading stations and will provide activities for parents to use at home with their students.<br/> <b>Strategy's Expected Result/Impact:</b> Parent involvement<br/> <b>Staff Responsible for Monitoring:</b> Campus Principal, Teachers, Librarian</p> <p><b>Title I:</b><br/>                     4.2<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</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> Develop and distribute parent and family engagement policy.<br/> <b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b><br/>                     4.1<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</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 3: Parent and Family Engagement:** Cuero ISD will build positive relationships and collaboration among parents, community, and staff.

**Performance Objective 2:** French will host a Sneak Peek and Open House for all PreK-1st grade students and families.

**Evaluation Data Sources:** sign in sheets

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





**Performance Objective 3:** French will host family reading night along with the annual book fair to promote a love of reading.

**Evaluation Data Sources:** sign in sheets

**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:** French Elementary will attract and retain highly effective teachers by attending local job fairs as needed. Additionally, the principal will provide a variety of days to show staff appreciation.

**Evaluation Data Sources:** Job fair registration

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> The principal will show appreciation for the current HQ staff as well as remain in communication with potential HQ replacement staff should an opening become available.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher appreciation activities will take place year round. Teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</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> French will have lead teachers for each grade level and provide mentoring to support and develop the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong confident teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Lead teachers</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</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 4:** Recruit and Retain Highly Qualified Staff: Positions in Cuero ISD will be filled by highly qualified (certified) teachers and staff.

**Performance Objective 2:** Teachers will be provided Teach Like A Champion training at the beginning of the year to implement in their classrooms.

**Evaluation Data Sources:** TTESS observations and walkthroughs. Glow and grow forms. Coaching conversations with Principal

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

**Performance Objective 1:** French will host a career day with local businesses to present to the students about careers and career choices.

**Evaluation Data Sources:** Sign in sheets

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

**Performance Objective 2:** French will host Kindergarten graduation and awards ceremonies for Prek/1st grades at the end of the year to recognize their academic achievements.

**Evaluation Data Sources:** sign in sheets

# State Compensatory

## Budget for French Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.75

Brief Description of SCE Services and/or Programs

|  |
|--|
|  |
|--|

## Personnel for French Elementary

| <u>Name</u>      | <u>Position</u>      | <u>FTE</u> |
|------------------|----------------------|------------|
| Chasity Henneke  | MTSS Coordinator     | 0.5        |
| Kristene Pickett | Intervention Teacher | 0.5        |
| Martha Martinez  | Aid                  | 0.75       |

# Title I

## 4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed to parents at the first face to face conference and is upload to our Cuero ISD website.

# Title I Personnel

| <u>Name</u>      | <u>Position</u>     | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------|----------------|------------|
| Chasity Henneke  | MTSS Coordinator    | Title 1        | .50        |
| Kristene Pickett | InterventionTeacher | Title 1        | .50        |
| Martha Martinez  | Aid                 | Title 1        | .75        |

# 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 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-Smilely 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    |