

**Cuero Independent School
District**

French Elementary

**2025-2026
Campus
Improvement Plan**

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.

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Comprehensive Needs Assessment

Demographics

Summary

Data Overview (2024–25)

- **Enrollment:** 307 students; PK 83 (27%), K 107 (35%), Grade 1 112 (37%).
- **Ethnicity:** Hispanic 60.6%, White 29.6%, African American 5.5%, Asian 1.6%, Two+ 2.3%.
- **Subgroups:** Economically Disadvantaged 70.7%; At-Risk 38.8%; EB/EL 7.8%; Special Education 18.2%; Title I 100%.
- **Mobility & Discipline (2023–24):** Mobility 7.1%; disciplinary placements 0%.
- **Class Size & Access:** Kindergarten 20.0, Grade 1 18.1; students per teacher $\approx$ 15.0.

Challenges Indicated by the Data

- **Economic need:** 70.7% of students are economically disadvantaged, highlighting the importance of wraparound supports and scaffolding.
- **At-Risk learners:** 38.8% of students are identified at-risk, requiring consistent RTI/MTSS and frequent monitoring.
- **Special Education intensity:** 18.2% of students receive special education services, with many in early childhood and physical disability categories, requiring strong inclusion practices.
- **EB/EL learners:** 7.8% of students are English learners, indicating a need for targeted language development supports to ensure biliteracy growth.
- **Homelessness:** 3.3% of students face housing instability, creating attendance and engagement challenges that require additional outreach.

Implications for Planning

- **Title I schoolwide designation** provides opportunities to deliver universal supports in literacy, numeracy, family engagement, and attendance.
- **Low mobility rates and experienced staff** create conditions to strengthen PK→K→1 vertical alignment and consistent Tier 1 instruction.
- **Compensatory Education resources** ($\approx$ 19% of teachers) can be strategically scheduled for small-group push-in interventions targeting ED and At-Risk learners.
- **Special Education data** signals the need for co-planning, paraprofessional support, therapies, and progress monitoring in foundational skills.

Strengths

Strengths Reflected in the Data

- **Stable enrollment patterns:** A 7.1% mobility rate indicates continuity of instruction compared to higher state averages.
- **Safe learning climate:** The absence of disciplinary placements demonstrates a positive and supportive environment.
- **Classroom access:** Small class sizes and a 15:1 student-to-teacher ratio allow for individualized attention.
- **Experienced staff capacity:** Teachers average 13.2 years of experience, with nearly 20% serving in compensatory education roles, aligning with identified student needs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 While lower than the state average, nearly 39% of students are still identified as at-risk. This large subgroup requires structured interventions in reading and math, as well as strong monitoring systems to close achievement gaps early.	Inconsistent early intervention: RTI/MTSS and progress monitoring are not fully embedded across classrooms. Limited data-driven differentiation: Teachers lack sufficient time, training, and resources to consistently tailor instruction for at-risk learners. Vertical alignment gaps: Skills in earlier grades may not fully prepare students for the next level.
2 High percentages of economically disadvantaged (71%), at-risk (39%), special education (18%), and homeless students (3%) place significant demands on school culture and climate systems.	Students and families face external stressors that impact attendance, engagement, and behavior.

 = Priority

Student Learning

Summary

Overview

- **Enrollment:** 307 students; PK 83 (27%), K 107 (35%), Grade 1 112 (37%).
- **Student Profile:** 60.6% Hispanic, 70.7% economically disadvantaged, 38.8% At-Risk, 18.2% Special Education, 7.8% EB/EL.
- **Campus Context:** Early childhood campus (PK–1) with no STAAR testing; student learning is measured through Kindergarten Readiness, Pre-K effectiveness, retention, attendance, intervention outcomes, and federal ESSA subgroup performance targets.

Challenges / Considerations

- **Kindergarten readiness gap:** Only 37.3% of K students “ready” in 2023–24 vs. 52.5% statewide; Hispanic students (26.8% ready) trail significantly behind White peers (51.6%).
- **Pre-K effectiveness inconsistent:** Readiness for PK attendees dropped to 36.7% in 2022–23, down from 56.7% in 2021–22.
- **At-Risk subgroup:** 38.8% of students require consistent intervention and monitoring.
- **Special Education intensity:** 18.2% of students in SPED, with many identified under non-categorical EC and physical disabilities, requiring robust inclusion services.
- **Retention in Grade 1:** 3.6% non-SPED retention rate, higher than state averages, signals gaps in Tier 1 and intervention cycles.
- **EB/EL performance:** EB students underperform in readiness (26.5% ready). Federal Report Card data shows EL progress baseline is 49%, but JCF’s EB students fall below that expectation.
- **Subgroup disparities confirmed federally:** Federal Report Card data highlights achievement gaps — Hispanic (39% Reading, 44% Math) and SPED students (26% Reading, 29% Math) lag behind White peers (59% Reading, 60% Math). These federal ESSA goals confirm readiness gaps already identified locally.

Implications for Planning

- Strengthen **vertical alignment PK → K → 1** to ensure consistency in phonological awareness, early reading, and numeracy.
- Expand **RTI/MTSS cycles** with progress monitoring for At-Risk and SPED students every 6–9 weeks.
- Provide **targeted EB/EL supports** (oral language development, scaffolds, bilingual family engagement) to close readiness and ESSA subgroup gaps.
- Focus on **Tier 1 instruction** in early literacy and numeracy to reduce retention rates and accelerate subgroup growth.
- Evaluate **Pre-K curriculum and implementation** to improve effectiveness and alignment with Kindergarten expectations.

Strengths

Strengths

- **Positive climate supports learning:** 0% disciplinary placements in 2023–24 promote uninterrupted instruction.
- **Low mobility (7.1%)** allows for consistent learning continuity compared to higher state averages.
- **Kindergarten readiness monitoring:** While readiness was 37.3% in 2023–24, the campus tracks progress annually and integrates readiness benchmarks into instruction.
- **Pre-K programs provide foundation:** Historically, PK attendees have demonstrated higher readiness in some years (e.g., 56.7% ready in 2021–22) than peers, showing program impact when aligned.
- **Retention below state in Kindergarten:** 1.1% vs. 1.3% state indicates some success in early interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 While lower than the state average, nearly 39% of students are still identified as at-risk. This large subgroup requires structured interventions in reading and math, as well as strong monitoring systems to close achievement gaps early.	Inconsistent early intervention: RTI/MTSS and progress monitoring are not fully embedded across classrooms. Limited data-driven differentiation: Teachers lack sufficient time, training, and resources to consistently tailor instruction for at-risk learners. Vertical alignment gaps: Skills in earlier grades may not fully prepare students for the next level.
2 High percentages of economically disadvantaged (71%), at-risk (39%), special education (18%), and homeless students (3%) place significant demands on school culture and climate systems.	Students and families face external stressors that impact attendance, engagement, and behavior.
3 K-1 students do not have a developmentally appropriate digital assessment platform, which limits teachers' ability to collect and use assessment data efficiently.	K-1 students are too young to independently navigate DMAC, requiring teachers to manually enter responses and lose instructional time. Teachers are implementing IXL for the first time and need additional support with program integration, student use, and data tracking.
4 Attendance and readiness concerns suggest that family-school academic partnerships are not yet fully effective.	Families may lack knowledge of readiness benchmarks and how to support them at home. Limited structured family education opportunities (literacy/math nights, readiness workshops). Communication about student progress may not always translate into actionable strategies for parents.

★ = Priority

School Processes & Programs

Summary

- **Enrollment:** 307 students in PK–1.
- **Programs & Services:** Regular education (72.5%), Compensatory Education (19.3%), Special Education (8.2%). No students currently identified in Gifted/Talented. Bilingual/ESL services serve 7.8% of students.
- **Assessment Systems:** Student progress is measured through Kindergarten Readiness (M-CLS-E), Pre-K effectiveness assessments, and grade-level retention data. Beginning in 2024–25, Kindergarten and Grade 1 teachers are also entering Bluebonnet assessments into DMAC for data analysis.
- **Support Services:** One counselor, nearly 20% of staff as aides, and Comp Ed teachers provide intervention and small-group support.

Challenges / Considerations

- **Limited program diversity:** No GT identification and no bilingual-certified staff despite EB/EL enrollment; enrichment and advanced supports remain underdeveloped.
- **Pre-K effectiveness variability:** Cohort readiness data shows inconsistent outcomes, indicating a need for tighter PK→K alignment.
- **Assessment logistics:** Teachers lose instructional time entering Bluebonnet assessments into DMAC since PK–1 students cannot do so independently.
- **Capacity of support services:** Only one counselor and limited professional support staff place heavy reliance on classroom teachers for interventions, SEL, and communication.
- **Retention in Grade 1:** At 3.6%, retention rates indicate that current intervention cycles need strengthening.

Implications for Planning

- Build **vertical alignment structures** (PK→K→1 PLCs) to ensure consistency in readiness and reduce variability in Pre-K effectiveness.
- Strengthen **RTI/MTSS** with regular progress-monitoring meetings supported by DMAC data.
- Expand **program diversity** by adding bilingual/ESL-certified staff and re-establishing GT identification processes.
- Increase **student services capacity** by supplementing counselor efforts with additional SEL and intervention supports.
- Continue **integrating family/community partnerships** into academic and SEL initiatives for greater impact.

Strengths

Strengths

- **Compensatory Education alignment:** Nearly one-fifth of teachers serve Comp Ed populations, directly supporting the 70% of students identified as economically disadvantaged.
- **Inclusive supports:** Special Education teachers and aides provide services for 18.2% of students, addressing high-needs subgroups early.
- **SEL & behavior systems:** The **Character Strong program** and weekly counselor-led guidance lessons support social-emotional development, contributing to a safe school climate with zero disciplinary placements.
- **Stability of environment:** Low student mobility (7.1%) enhances the effectiveness of academic and behavior systems.
- **Data-driven growth:** Implementation of DMAC for Bluebonnet assessments creates consistent data sets for RTI/MTSS planning.
- **Family integration in programs:** PTO, *Magical Mondays* (after-hours library events), parent lunch visits, and special events throughout the year strengthen family-school partnerships and reinforce program impact.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Kindergarten Readiness assessments show that a significant percentage of incoming students lack foundational literacy and numeracy skills, signaling a need for expanded Pre-K alignment and readiness initiatives.	Lack of vertical alignment: Pre-K and Kindergarten teams may not have sufficient joint planning or shared instructional practices, creating gaps in expectations and skill focus. Limited Access to Pre-K - Not all students attend Pre-K, as enrollment has historically required families to "qualify," leaving some children without early exposure to structured literacy and numeracy instruction.
2 While lower than the state average, nearly 39% of students are still identified as at-risk. This large subgroup requires structured interventions in reading and math, as well as strong monitoring systems to close achievement gaps early.	Inconsistent early intervention: RTI/MTSS and progress monitoring are not fully embedded across classrooms. Limited data-driven differentiation: Teachers lack sufficient time, training, and resources to consistently tailor instruction for at-risk learners. Vertical alignment gaps: Skills in earlier grades may not fully prepare students for the next level.
3 High percentages of economically disadvantaged (71%), at-risk (39%), special education (18%), and homeless students (3%) place significant demands on school culture and climate systems.	Students and families face external stressors that impact attendance, engagement, and behavior.
4 K-1 students do not have a developmentally appropriate digital assessment platform, which limits teachers' ability to collect and use assessment data efficiently.	K-1 students are too young to independently navigate DMAC, requiring teachers to manually enter responses and lose instructional time. Teachers are implementing IXL for the first time and need additional support with program integration, student use, and data tracking.
5 The campus principal is in the first year of leadership, creating potential challenges in sustaining and building a strong school culture.	Limited time in role to establish systems, traditions, and stakeholder trust. Need for structured district-level mentoring and professional development for early-career leaders. Transition period requiring clear communication of vision and expectations.

6

Attendance and readiness concerns suggest that family-school academic partnerships are not yet fully effective.

Families may lack knowledge of readiness benchmarks and how to support them at home. Limited structured family education opportunities (literacy/math nights, readiness workshops). Communication about student progress may not always translate into actionable strategies for parents.

7

The campus lacks consistent, formalized data on stakeholder perceptions, limiting the ability to systematically monitor parent, staff, and community satisfaction and concerns.

Reliance on event attendance and anecdotal feedback instead of measurable data. Limited bilingual communication and lack of bilingual-certified staff may create barriers for some families in expressing perceptions or accessing information. Leadership transition (new principal in year one) means perception-building systems are still being established.

 = Priority

Perceptions

Summary

Overview

John C. French Elementary (PK–1) is widely viewed as a safe, welcoming, and family-centered campus. Although formal stakeholder surveys were not collected last year, current year participation and data points provide valuable insight into how families, staff, and students perceive the school climate.

Challenges / Considerations

- **Lack of recent formal survey data:** Without structured parent, staff, or student surveys, the campus has limited quantitative data to measure stakeholder perceptions systematically.
- **Language and cultural representation:** While most students are Hispanic, staff demographics (24% Hispanic teachers, no bilingual-certified staff) may influence family perceptions of representation and accessibility.
- **Balancing communication platforms:** With multiple tools (Remind, ClassDojo, Seesaw, Finalsight), some families may find it difficult to manage or stay consistent across systems.
- **New leadership transition:** With a new principal in year one, perceptions will need to be actively monitored to ensure strong trust and communication are sustained.

Implications for Planning

- Implement a **formal stakeholder survey** (parents, staff, community) at least once per year to capture perceptions data.
- Continue **tracking participation** at family events to use as a perception data point.
- Expand **bilingual communication** and ensure accessibility for all families.
- Leverage **high turnout at family events** to gather informal feedback and strengthen relationships.
- Use **new leadership visibility** to shape positive perceptions through consistent communication and presence.

Strengths

Strengths

- **Family engagement is strong:** Over 200 attendees participated in both Parent Night and Grandparents Day this year, reflecting high community investment in the campus.
- **Positive student climate:** With 0% disciplinary placements and a mobility rate of just 7.1%, families perceive the school as safe, consistent, and supportive for young learners.
- **Staff stability and experience:** An average of 13.2 years of teacher experience and strong retention signal that staff view JCF as a positive, stable place to work and serve.
- **Open communication:** The principal maintains an open-door policy, and teachers use Remind, ClassDojo, and Seesaw to ensure families are connected and informed.
- **Community pride in early learning:** As a PK–1 campus, JCF is viewed as the “entry point” into Cuero ISD, with traditions like

PTO events, Magical Mondays, and family lunches reinforcing a sense of belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 The campus lacks consistent, formalized data on stakeholder perceptions, limiting the ability to systematically monitor parent, staff, and community satisfaction and concerns.	Reliance on event attendance and anecdotal feedback instead of measurable data. Limited bilingual communication and lack of bilingual-certified staff may create barriers for some families in expressing perceptions or accessing information. Leadership transition (new principal in year one) means perception-building systems are still being established.
2 The campus principal is in the first year of leadership, creating potential challenges in sustaining and building a strong school culture.	Limited time in role to establish systems, traditions, and stakeholder trust. Need for structured district-level mentoring and professional development for early-career leaders. Transition period requiring clear communication of vision and expectations.
3 Attendance and readiness concerns suggest that family-school academic partnerships are not yet fully effective.	Families may lack knowledge of readiness benchmarks and how to support them at home. Limited structured family education opportunities (literacy/math nights, readiness workshops). Communication about student progress may not always translate into actionable strategies for parents.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Federal Report Card and accountability data



Goals

Goal 1

Strengthen kindergarten instruction to close early literacy and numeracy gaps, ensuring students enter first grade with the foundational skills necessary for academic success.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, Kindergarten teachers will implement Tier 1 Bluebonnet Reading and Math curriculum with fidelity and participate in ongoing data review and coaching cycles to guide targeted interventions and improve student literacy and numeracy outcomes.

Evaluation Data Source: mCLASS, ixl, and DMAC data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Modification - Instructional coaches from Hunt utilized and weekly meetings for new teachers continue and bi-weekly meetings for returning teachers.

Strategy 1 Targeted Support Strategy

Implement Tier 1 Bluebonnet Reading and Math curriculum in Kindergarten with coaching from Region 3 specialists.

Strategy's Expected Result/Impact: Kinder students receive aligned, high-quality Tier 1 instruction, resulting in improved literacy and numeracy readiness outcomes.

Staff Responsible for Monitoring: Principal, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

The principal and RTI teacher will meet with Kindergarten teachers following BOY, MOY and EOY assessments as well as every 6 weeks to review student data, set individual intervention goals, and determine appropriate progress monitoring plans. These collaborative meetings will ensure that progress monitoring and classroom supports are aligned to student needs and Tier 2/Tier 3 interventions are consistently implemented and tracked for growth.

Strategy's Expected Result/Impact: Improved alignment between classroom instruction, intervention plans, and student progress monitoring.

Staff Responsible for Monitoring: Principal, Teachers, RTI Teacher

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3 ☒ Targeted Support Strategy

Integrate IXL practice on iPads to reinforce readiness skills and track data.

Strategy's Expected Result/Impact: Personalized practice strengthens literacy/numeracy foundations and supports readiness.

Staff Responsible for Monitoring: Principal, Teachers, RTI Teacher

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 2 ☒ High Priority

Increase the percentage of Kindergarten students identified as "ready" on the state readiness assessment by at least 5% from 2024/2025 scores.

Evaluation Data Source: PLC meeting notes showing PK-K discussions of Bluebonnet standards and units

Documentation of teacher access to Bluebonnet in TCMPC (log-in/usage records if available)

Evidence of PK teacher attendance at training or PD

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with planning date. Add adjustments to handwriting and time line for introducing lower case letters.

Strategy 1

Provide all PK teachers with access to vertically align curriculum through TCMPC Vertical

Alignment Worksheet with Kindergarten Bluebonnet curriculum and assessments during 2025-26. This will allow time for exploration and training if needed, with full alignment scheduled for the 2026-27 school year.

Strategy's Expected Result/Impact: PK teachers begin familiarizing with TCMPC resources to prepare for consistent curriculum used and vertical alignment.

Staff Responsible for Monitoring: Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

Allow PK teachers to attend Region 3 or district-offered Bluebonnet trainings that relate to Bluebonnet vertical alignment.

Strategy's Expected Result/Impact: Teacher capacity and confidence in curriculum increases, leading to student readiness for kinder & alignment.

Staff Responsible for Monitoring: Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3

Require PK teachers to use summer 2026 comp days to prepare lessons and assessments using TCMPC vertical alignment content.

Strategy's Expected Result/Impact: PK teachers will enter 2026-27 ready to implement Bluebonnet curriculum with aligned lessons and assessments.

Staff Responsible for Monitoring: Principal, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

No Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

PK teachers will meet with the principal and counselor after Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) assessments, as well as every 6-9 weeks, to review student progress data, set individual intervention goals, and determine appropriate progress monitoring schedules. These collaborative data meetings will ensure that classroom supports and small group interventions are aligned with each student's academic and developmental needs. Consistent review cycles will promote early identification, targeted interventions,

Strategy's Expected Result/Impact: Increased alignment of PK instruction with district HQIM expectations and kindergarten readiness goals.

Staff Responsible for Monitoring: Principal, Counselor, PK Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 3 High Priority

Ensure 100% of K-1 teachers implement Bluebonnet Reading and Math with Region 3 coaching support by Spring 2026.

Evaluation Data Source: Region 3 coaching logs documenting teacher participation

PLC notes and minutes reflecting collaboration on Bluebonnet lessons, pacing, and assessments

Walkthroughs/observations/Vision Walks verifying daily use of Bluebonnet Reading and Math instructional materials

DMAC and Bluebonnet unit assessment results reviewed during data meetings

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue same strategies (1) with new teachers, increase data talks in POCs, utilize ICs from Hunt.

Strategy 1

Partner with Region 3 ESC specialist to provide coaching cycles for K-1 teachers in Bluebonnet implementation.

Strategy's Expected Result/Impact: Teachers receive expert coaching, resulting in consistent, research-based literacy and math instruction.

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2 Targeted Support Strategy

Conduct weekly PLCs for K-1 teachers to internalize Bluebonnet lessons, analyze student data, and plan interventions.

Strategy's Expected Result/Impact: Teachers consistently align instruction and adjust based on student data, improving readiness outcomes.

Staff Responsible for Monitoring: Principal, Region 3 Specialist, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Use DMAC and Bluebonnet unit assessments every 6-9 weeks to monitor implementation fidelity and student progress.

Strategy's Expected Result/Impact: Data guides targeted small-group instruction and RTI cycles, raising readiness levels.

Staff Responsible for Monitoring: Principal, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress	Considerable Progress	Considerable Progress	 Accomplished
November	January	March	June

Goal 2

Close achievement gaps for at-risk students by strengthening RTI/MTSS systems, ensuring consistent progress monitoring, and providing differentiated, data-driven instruction in PK-1.

Performance Objective 1 ☒ High Priority

Ensure 100% of at-risk students are included in an RTI/MTSS cycle with documented progress monitoring every 6-9 weeks.

Evaluation Data Source: DMAC progress monitoring reports for at-risk students (reading and math)

IXL / mCLASS assessment data by subgroup

RTI/MTSS meeting agendas, sign-in sheets, and intervention logs

DMAC MTSS Plans for At Risk Students

Walkthrough/observation notes verifying implementation of RTI/MTSS structures

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue/enhance academic processes. Add behavior/SEL strategies. Adjust timeline for teacher's entering progress monitoring.

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Implement campus-wide RTI/MTSS cycles with progress monitoring every 6-9 weeks using DMAC, mCLASS, and IXL data.

Strategy's Expected Result/Impact: At-risk students receive systematic support and growth is monitored consistently.

Staff Responsible for Monitoring: Principal, Teachers, RTI Teacher

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

The RTI teacher will create MTSS Learning Plans in DMAC so that classroom teachers have easy access to intervention plans, progress data, and recommended adjustments. These plans will follow students through the district to ensure continuity of support.

Strategy's Expected Result/Impact: Teachers can easily access, update, and monitor RTI/MTSS plans in DMAC, leading to more consistent interventions, better communication between staff, and continuity of support as students advance through grade levels.

Staff Responsible for Monitoring: Principal, RTI Teacher, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Following each MTSS meeting with the principal and counselor, Pre-K teachers will use student data to form ability-based instructional groups that target specific skill deficits identified through progress monitoring

Strategy's Expected Result/Impact: All at-risk PK students are included in an ongoing MTSS cycle with documented progress.

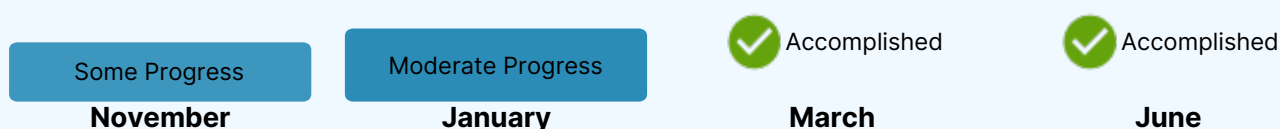
Staff Responsible for Monitoring: Principal, Counselor, PK Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

By Spring 2026, 80% of at-risk students in Tier 2 demonstrate expected growth on campus progress monitoring tools within 6-9 weeks.

Evaluation Data Source: DMAC Tier 2 progress monitoring reports (reading/math)
DMAC assessment data, mCLASS data, and/or IXL skill growth reports by subgroup
RTI logs

RTI/MTSS meeting notes tracking adjustments to Tier 2 supports

Walkthrough/observation notes focused on intervention implementation

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Adjusted schedule to allow small groups dedicated time.

Strategy 1

☒ Targeted Support Strategy

☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Provide Tier 2 intervention through RTI teacher support.

Strategy's Expected Result/Impact: Tier 2 students receive targeted, consistent intervention support, accelerating growth.

Staff Responsible for Monitoring: Principal, Teachers, RTI Teacher

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress
November

Some Progress
January

Some Progress
March

Continue/Modify

June

Strategy 2

☒ Targeted Support Strategy

Conduct RTI/MTSS data meetings after each progress monitoring cycle to adjust interventions.

Strategy's Expected Result/Impact: Instructional adjustments based on data increase student responsiveness to interventions.

Staff Responsible for Monitoring: Principal, RTI Teacher, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress

Continue/Modify

French Elementary Campus #062901104

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Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Create and maintain DMAC MTSS Learning Plans for all Tier 2 students to ensure accessibility, documentation, and adjustments across classrooms.

Strategy's Expected Result/Impact: Teachers track interventions efficiently; plans follow students across the district, ensuring continuity.

Staff Responsible for Monitoring: RTI Teacher, Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

The campus will increase communication with families of students receiving Tier 2 and Tier 3 interventions to strengthen home-school collaboration and support student growth. The principal, counselor, and RTI teacher will provide regular updates through conferences, phone calls, and progress reports explaining intervention goals, student progress, and ways families can help at home.

Information about intervention supports and strategies for reading, math, and behavior will be shared through newsletters, family engagement events, and teacher communication platforms to ensure parents understand how to reinforce learning and build consistent routines at home.

Strategy's Expected Result/Impact: Increased parent understanding of RTI supports and their child's specific learning goals.

Staff Responsible for Monitoring: Principal, RTI Teacher, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Goal 3

Strengthen family-school academic partnerships so that all families are equipped with the knowledge, tools, and confidence to support student attendance, readiness, and early academic success.

Performance Objective 1

Increase family engagement in academic support by ensuring at least 50% of families participate in one or more academic-focused events (literacy night, math workshop, readiness toolkit session) during the 2025-26 school year, with [?]80% of surveyed parents reporting greater confidence in supporting their child's learning at home.

Evaluation Data Source: Sign-in sheets and agendas from family literacy/math workshops

Parent feedback forms after events

Records of family participation in conferences/academic support events

Communication logs (Remind, Seesaw, Dojo) showing distribution of readiness information

End-of-year parent survey ([?]80% report confidence in supporting learning at home)

Documentation showing [?]75% of families attended at least one academic-focused event

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Revisit incentives. Increase communication about these.

Strategy 1

Host family literacy and math nights focused on readiness benchmarks and home strategies with incentives (free dress pass, dance party, merit points, etc.)

Strategy's Expected Result/Impact: Families gain tools to reinforce readiness skills at home, improving attendance and student outcomes.

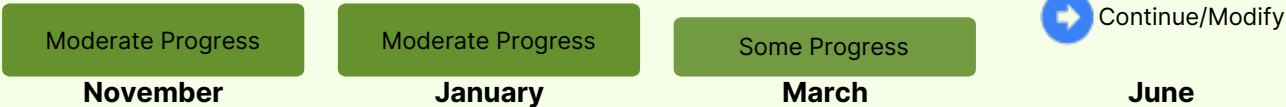
Staff Responsible for Monitoring: Principal, Teachers, Counselor

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Embed readiness updates into BOY, MOY, and EOY parent conferences, with specific at-home strategies shared.

Strategy's Expected Result/Impact: Parents leave conferences with clear strategies to support child's growth.

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress	Considerable Progress	 Discontinue
November	January	March	June

Strategy 3

Use Finalsight, Seesaw/Dojo/Remind platforms to share readiness benchmarks, tips, and student progress updates.

Strategy's Expected Result/Impact: Increased parent awareness of progress supports more consistent at-home reinforcement.

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	 Continue/Modify
November	January	March	June

Goal 4

Create a supportive, inclusive school culture that addresses the needs of economically disadvantaged, at-risk, special education, and homeless students by reducing barriers to attendance, engagement, and academic success.

Performance Objective 1

Reduce chronic absenteeism among at-risk, ED, SPED, and homeless students by at least 5% from 2024-25 levels through targeted family engagement, wraparound supports, and consistent monitoring systems.

Evaluation Data Source: Attendance reports (weekly and monthly) disaggregated by subgroup (ED, At-Risk, SPED, Homeless)

Campus attendance team meeting minutes/agendas documenting outreach efforts and action steps

Parent contact logs (letters, phone calls, home visits) for students with chronic absences

Wraparound service logs (school supplies, food/clothing distributions, counseling referrals)

Comparison of chronic absenteeism rates ([?]10% absences) from 2024-25 to 2025-26.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: More structured attendance meetings. Letters sent each six weeks regarding attendance from Principal.

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Implement a campus attendance team to review data every 2 weeks and contact families of students with excessive absences.

Strategy's Expected Result/Impact: Early identification and outreach reduce chronic absenteeism.

Staff Responsible for Monitoring: Principal, Counselor, Secretary

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 2 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

✓ Results Driven Accountability

Work with Student Services to provide wraparound services (school supplies, clothing, counseling referrals, transportation support) for ED and homeless students.

Strategy's Expected Result/Impact: Families receive needed supports, reducing barriers to student participation.

Staff Responsible for Monitoring: Principal, Counselor, Secretary, Student Services

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3 ✓ Targeted Support Strategy ✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Ensure correct PEIMS coding of homeless students at enrollment so Student Services can provide timely supports (supplies, counseling, transportation).

Strategy's Expected Result/Impact: Homeless students are identified immediately and connected with resources, reducing barriers to attendance and engagement.

Staff Responsible for Monitoring: Principal, Counselor, Secretary

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 4 ✓ Targeted Support Strategy ✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Include a recurring "Attendance Matters" feature in the weekly parent newsletter, highlighting the benefits of regular attendance, tips for building routines, and available supports for families.

Strategy's Expected Result/Impact: Increased family awareness of the importance of daily attendance and its connection to student success. Families will develop stronger home routines that support consistent attendance

Staff Responsible for Monitoring: Principal & Counselor

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 5

Strengthen school leadership capacity to establish systems, build stakeholder trust, and sustain a positive school culture through mentoring, professional development, and consistent communication.

Performance Objective 1

By Spring 2026, the principal will implement district-supported mentoring, participate in professional development for early-career leaders, and establish at least three campus-wide systems or traditions that support a positive and sustainable school culture.

Evaluation Data Source: Documentation of district meetings (agendas, sign-in sheets, mentor logs)

Records of professional development completed by the principal (Region 3 trainings, leadership academies, etc.)

Weekly staff newsletters, parent newsletters, or communication logs showing consistent messaging from leadership

PLC and leadership team agendas reflecting new systems being introduced (recognition, routines, traditions)

Region 3 liaison coaching logs for data-driven instruction (DDI) cycles

PD transcripts/certificates documenting participation in at least two leadership trainings

End-of-year staff and parent perception surveys showing improvement in communication and trust in leadership

Student outcome indicators connected to systems (e.g., reduced office r

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Meet with ICs rather than specialists.

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Partner with Region 3 school performance liaison to implement data-driven instruction (DDI) cycles, including data meetings, teacher coaching, and instructional adjustments.

Strategy's Expected Result/Impact: DDI processes are embedded into PLCs and leadership routines, ensuring consistent instructional practices and stronger student outcomes.

Staff Responsible for Monitoring: Principal, Region 3 Liaison,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Attend at least two professional development opportunities focused on instructional leadership, school culture, or communication strategies.

Strategy's Expected Result/Impact: Principal develops skills and tools to effectively communicate vision and sustain culture.

Staff Responsible for Monitoring: Principal, District Leadership

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategy 3

Establish regular campus communication systems (weekly staff updates, parent newsletters, open door policy).

Strategy's Expected Result/Impact: Staff and families report improved clarity, trust, and consistency in leadership communication.

Staff Responsible for Monitoring: Principal, District Leadership

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

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Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 4 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

The principal will meet weekly with Region 3 Reading and Math Specialists to strengthen instructional leadership capacity, support teachers in implementing the Bluebonnet curriculum, and monitor classroom practices for alignment with HQIM and RBIS frameworks.

Strategy's Expected Result/Impact: Strengthened principal instructional leadership and data-monitoring systems.

Staff Responsible for Monitoring: Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Goal 6

Effectively integrate DMAC & IXL, into K-1 instruction to support literacy and numeracy growth, while ensuring teachers and students can use the tools confidently and data informs instructional decisions.

Performance Objective 1

By Spring 2026, 100% of K-1 teachers will receive training and support to integrate IXL into daily instruction, and [?]80% of students will demonstrate usage growth (meeting campus benchmarks for time-on-task and skill mastery), with IXL data incorporated into RTI/MTSS progress monitoring cycles

Evaluation Data Source: Professional development sign-in sheets & agendas for IXL training sessions

Coaching logs / walkthroughs documenting teacher implementation of IXL in daily instruction

IXL teacher reports (weekly/monthly) showing student usage minutes, skills attempted, and skills mastered

RTI/MTSS meeting notes demonstrating IXL data is reviewed and used for instructional adjustments

Verification that 100% of K-1 teachers participated in IXL training and coaching (PD certificates, attendance logs)

IXL analytics showing [?]80% of students met campus benchmarks for time-on-task and/or skill mastery growth

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: More ixl training from Mrs. Murphree. Tighten up data reviews with math IC.

Strategy 1 Targeted Support Strategy

Provide professional development for K-1 teachers on integrating IXL into daily literacy and math instruction.

Strategy's Expected Result/Impact: Teachers effectively incorporate IXL into instruction to strengthen student literacy and numeracy.

Staff Responsible for Monitoring: Principal, Tech Department

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Establish IXL usage benchmarks (minutes per week, skills mastered) and monitor through teacher reports every 6-9 weeks.

Strategy's Expected Result/Impact: [?]80% of students meet IXL usage/growth benchmarks by Spring 2025.

Staff Responsible for Monitoring: Principal, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

No Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 2 High Priority

By Spring 2026, Kindergarten and 1st grade teachers will administer Bluebonnet assessments through DMAC each grading cycle to collect and analyze student data that can be disaggregated by subgroup and standard, allowing for targeted instructional adjustments and intervention planning.

Evaluation Data Source: DMAC Instructional Reports, PLC Data Reviews, Walkthrough/Observation Notes

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: None

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

The principal, Region 3 specialists, and Kindergarten and 1st grade teachers will meet regularly to analyze Bluebonnet assessments in DMAC and use the findings to refine assessment design and classroom implementation practices.

Strategy's Expected Result/Impact: Stronger alignment between daily instruction, Bluebonnet assessments, and TEKS mastery.
Improved teacher understanding of assessment design and rigor.

Staff Responsible for Monitoring: Principal, Region 3 Specialists, K and 1 Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

The principal and instructional team will facilitate data meetings and PLCs after each Bluebonnet assessment in ELAR and math where Kindergarten and 1st grade teachers analyze Bluebonnet DMAC assessment results to identify strengths, gaps, and subgroup performance trends.

Strategy's Expected Result/Impact: Teachers consistently use DMAC data to make instructional adjustments and monitor student growth.

Increased student performance in literacy and numeracy as instruction aligns to identified needs. Improved teacher confidence and proficiency in using DMAC.

Staff Responsible for Monitoring: Principal, Region 3 Specialists, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June



State Compensatory Education

State Compensatory

Budget for French Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

Personnel for French Elementary

Name	Position	FTE
Alexis Cooper	Pre-K Teacher	1
Avery Hunnicutt	Pre-K Teacher	1
Debora Moreno	Pre-K Teacher	1
Josephine Thompson	Aide	1
Linda Pressler	Aide	1
Shannon Sipps	Pre-K Teacher	1
Shari Hale	Kindergarten Teacher	0.5
Tina McCombs	Kindergarten Teacher	0.5

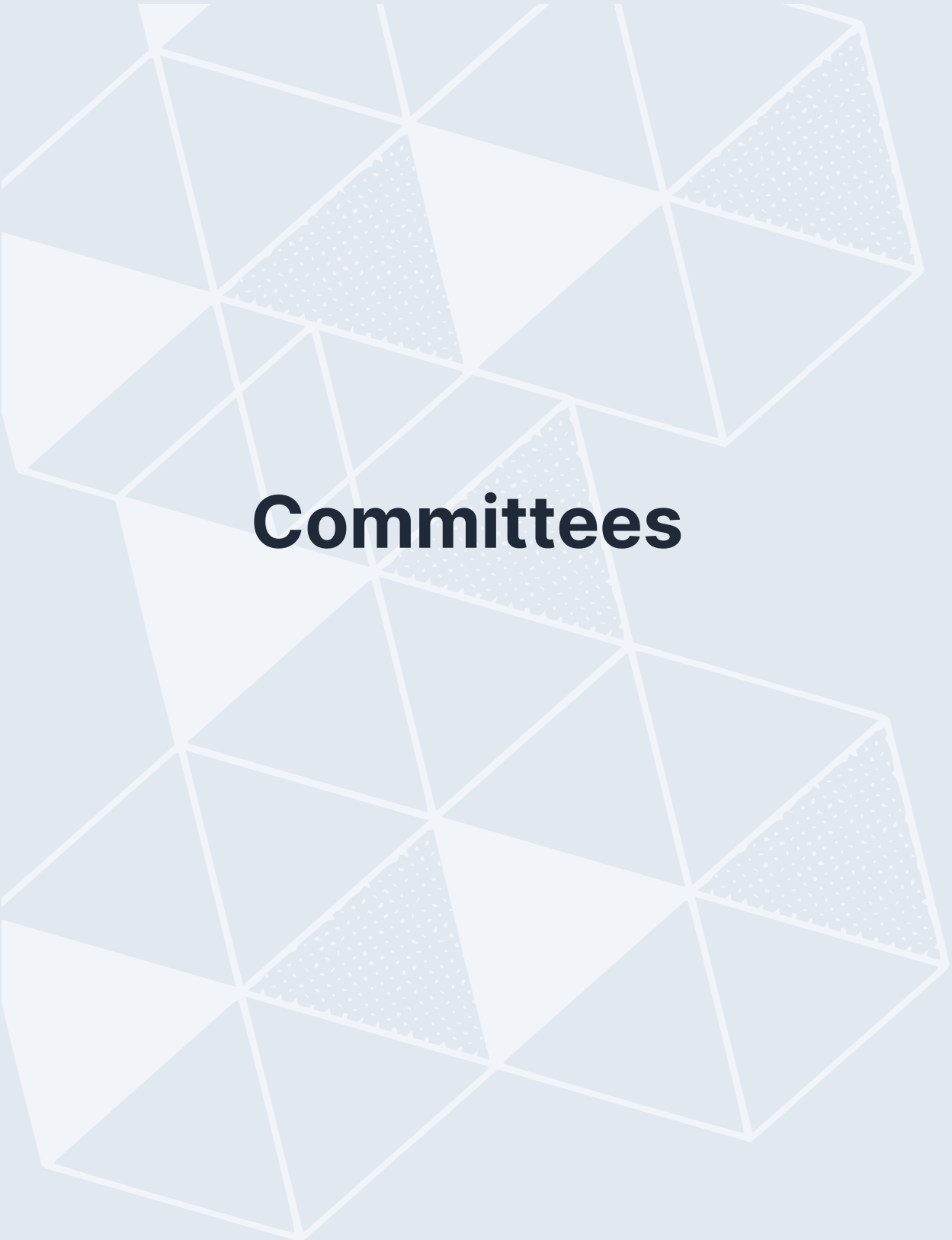


Title I Summary

Title I

Title I Personnel

Name	Position	Program	FTE
Elysa-Marie Velazquez	Aide	Title 1	1
Kristene Pickett	InterventionTeacher	Title 1	0.42
Martha Martinez	Aide	Title 1	0.5



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 21, 2026 @ 4:30 PM	John C. French Elementary Cafeteria	--	--
November 12, 2025 @ 4:00 PM	John C. French Elementary Campus - Cafeteria	--	--
September 24, 2025 @ 4:00 PM	John C. French Elementary Campus - Cafeteria	--	--

Members

First Name	Last Name	Position	Committee Role
Kimberly	Fleener	Deputy Superintendent	District
Misty	Mitchell	Principal	Facilitator
Gerald	Garza	Counselor	Counselor
Brittany	Bialek	Nurse	Nurse
Mariah	Garcia	Parent	Parent
Nathan	Polster	Business Owner	Business Owner
Debbie	Rose	Community Member	Community Member
Alexis	Cooper	Teacher	Teacher
Jamie	Sims	Teacher	Teacher
Lourdes	Saenz	Teacher	Teacher



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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