

FRENCH EL

John C. French Campus Improvement Plan 2026/2027



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FRENCH EL Site Base

Name	Position
Cooper, Alexis	Dean of Students
Fleener, Kim	District Manager
Mitchell, Misty	Campus Administrator
Montgomery, Callie	Parent
Saenz, Lourdes	Teacher
Sims, Jamie	Teacher
Scott, Katherine	Campus Manager
Rampley, Shannon	Business Owner
Harn, Jane	Community Member
Moreno, Debra	Teacher
Hale, Shari	Teacher
Jimenez, Reagan	Teacher
Blank, Jennifer	Teacher
Sipps, Shannon	Teacher
Moreno, Debra	Teacher
Hunnicutt, Avery	Teacher
Leinen, Sally	Teacher
Mcombs, Tina	Teacher
Garibay, Desirea	Teacher
Yancey, Kaley	Teacher
Oman, Vanessa	Teacher
Lira, Danya	Teacher
Jimenez, Reagan	Teacher
Grimes, Amanda	Teacher
Rickman, Amanda	Teacher

FRENCH EL

Mission

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.

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.

Nondiscrimination Notice

FRENCH EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

DMAC Student Statistics

Demographics Strengths

John C. French Elementary currently serves 325 students in EE through first grade. The campus serves a diverse student population and provides students with an opportunity to establish strong academic, behavioral, and social-emotional foundations during the earliest years of school. As a Title I schoolwide campus, JCF has established systems to identify student needs early and provide academic, behavioral, language, and specialized supports.

Demographics Weaknesses

Approximately 70% of students are economically disadvantaged based on the most recent finalized data, which may create barriers to access to learning resources and educational opportunities outside of school. Additionally, approximately 19% of the current student population receives special education services, requiring strong systems for differentiated instruction, specialized services, intervention, and progress monitoring. The range of academic, developmental, language, and behavioral needs across the PK–1 population places increased demands on campus instructional and support systems.

Demographics Needs

The campus needs to maintain strong Tier I instruction while providing early identification and targeted support for students with academic, behavioral, language, and developmental needs. Continued emphasis is needed on differentiated small-group instruction, MTSS, special education collaboration, progress monitoring, family engagement, and access to resources that help reduce barriers associated with economic disadvantage.

Demographics Summary

John C. French Elementary currently serves 325 students in EE through first grade. Approximately 70% of students are economically disadvantaged based on the most recent finalized data, and approximately 19% currently receive special education services. These demographics reinforce the importance of strong early learning opportunities, high-quality Tier I instruction, early intervention, differentiated supports, and meaningful family partnerships. Campus demographic and student performance data will continue to be

Comprehensive Needs Assessment

Demographics Summary (Continued)

monitored to ensure resources and supports are responsive to the needs of all students.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Student achievement data demonstrate areas of strong performance and growth across PK–1. PK EOY data indicate that a majority of assessed students finished On Track in early literacy, math, social-emotional development, and early writing measures. Kindergarten students demonstrated strengths in several foundational math concepts and reading comprehension skills, with approximately 59% of students finishing at or above benchmark on the mCLASS EOY composite. Curriculum-based assessment data in first grade also demonstrate strengths in comprehension, response to text, and several mathematics concepts. These results indicate that many students are developing the foundational academic skills necessary for continued success.

Student Achievement Weaknesses

Student achievement data indicate continued gaps in foundational literacy, particularly in Kindergarten and first grade. Approximately 41% of Kindergarten students and 54% of first-grade students with mCLASS EOY composite scores finished below or well below benchmark. First-grade performance indicates particular concerns in reading fluency and foundational word-reading skills. PK data also identify vocabulary and early mathematics as areas in which a notable percentage of students continue to require support. Mathematics assessment data across K–1 show inconsistent mastery of some foundational concepts and problem-solving skills.

Student Achievement Needs

The campus needs to strengthen Tier I foundational literacy instruction, with particular emphasis on phonological awareness, phonics, decoding, word reading, and fluency. Students performing below benchmark require timely, targeted small-group instruction and intervention based on identified skill deficits. Mathematics instruction should continue to emphasize number sense, addition and subtraction, mathematical reasoning, and identified prerequisite skills. Regular analysis of mCLASS, CLI Engage, Bluebonnet, and campus assessment data is needed to identify learning gaps, regroup students, monitor intervention effectiveness, and adjust instruction based on student response.

Student Achievement Summary

Student achievement data demonstrate areas of success across PK–1 while identifying foundational literacy as the campus's most significant academic need. PK students generally demonstrate positive readiness outcomes, while Kindergarten and first-grade data show that a substantial percentage of students continue to perform below benchmark in foundational reading skills. First-grade reading performance, particularly word reading and fluency, requires focused attention. Mathematics data demonstrate strengths in several areas but also indicate a need for continued targeted instruction in foundational numeracy and problem solving. The campus will prioritize strong Tier I instruction, data-driven small groups, early intervention, frequent progress monitoring, and instructional adjustments to accelerate student growth and strengthen readiness for the next grade level.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referrals
Teacher Feedback

School Culture and Climate Strengths

The campus maintained a focus on student safety and positive relationships during the 2025–26 school year. CharacterStrong provided a resource for social-emotional and character development through guidance lessons, and campus staff responded to behavioral concerns as they arose. Staff recognized the need for stronger, more consistent campus-wide systems for teaching behavioral expectations, reinforcing positive behavior, and supporting students with recurring behavioral needs.

School Culture and Climate Weaknesses

During the 2025–26 school year, campus behavioral expectations were not explicitly or consistently taught and reinforced across all settings. A campus-wide positive reinforcement system was not consistently utilized, and ClassDojo was not implemented as a behavioral recognition tool. CharacterStrong instruction was primarily limited to guidance classes rather than embedded as a campus-wide Tier I SEL support. The campus also lacked a consistent system for providing structured behavioral interventions for students with repeated or intensive behavioral needs.

School Culture and Climate Needs

The campus needs a consistent, schoolwide framework for explicitly teaching, modeling, practicing, and reinforcing behavioral expectations. CharacterStrong should be implemented as a Tier I SEL curriculum across classrooms, and a consistent positive reinforcement system should be utilized to recognize expected behaviors. Students with recurring or intensive behavioral needs require clearly defined MTSS processes, individualized interventions, progress monitoring, and structured opportunities to regulate, reflect, and successfully return to instruction. Staff also need consistent procedures and support for responding to challenging student behavior.

School Culture and Climate Summary

Analysis of 2025–26 campus practices identified a need for a more consistent and proactive approach to school culture, behavior, and social-emotional support. Behavioral

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

expectations and positive reinforcement systems were not implemented consistently across the campus, CharacterStrong was primarily limited to guidance instruction, and structured behavioral intervention systems were limited. In response, the campus will prioritize explicit teaching and reinforcement of campus-wide expectations, implementation of CharacterStrong as a Tier I SEL curriculum, consistent use of positive reinforcement, strengthened behavioral MTSS processes, and structured behavioral supports. These systems are intended to create greater consistency across settings, address behavioral needs earlier, and increase student readiness to learn.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

TEA Peims Data

Staff Quality, Recruitment and Retention Strengths

John C. French Elementary benefits from an experienced instructional staff. Teachers averaged 13.5 years of experience in 2025–26, exceeding the state average of 11.6 years, and the campus had no beginning teachers. Nearly half of campus teachers had 11–20 years of experience, with additional staff having more than 20 years in the profession. This level of experience provides a strong foundation for collaboration, instructional planning, mentoring, and implementation of campus instructional priorities.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment and retention may be impacted by factors including teacher compensation and staffing demands. The average campus teacher salary was below both district and state averages, while the number of students per teacher was higher than the district average. Additionally, approximately one-third of teachers had five or fewer years of experience, while no teachers fell within the 6–10 year experience range, indicating an uneven distribution of experience across the teaching staff. Continued attention is needed to support developing teachers and retain effective staff.

Staff Quality, Recruitment and Retention Needs

The campus needs to maintain and retain experienced, effective educators while continuing to build the instructional capacity of all staff. Ongoing professional learning, collaborative PLCs, instructional coaching, lesson internalization, and observation and feedback cycles are needed to support consistent implementation of high-quality instructional materials and effective instructional practices. The campus should also continue to monitor staffing needs, workload, and opportunities to support employee retention and professional growth.

Staff Quality, Recruitment and Retention Summary

John C. French Elementary benefits from an experienced teaching staff, with average teacher experience exceeding the state average. Maintaining this instructional experience while developing the capacity of newer staff is important to continued campus improvement. Recruitment and retention challenges may be influenced by compensation, staffing

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

demands, and workload. The campus will prioritize collaborative planning, professional learning, instructional coaching, feedback, and staff support to strengthen teacher capacity, promote effective implementation of instructional priorities, and retain effective educators.

Texas Education Agency
2025-26 Staff Information
J C FRENCH EL (062901104) - CUERO ISD - DEWITT COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	31.8	100.0%	100.0%	100.0%
Professional Staff	22.0	69.3%	55.2%	63.6%
Teachers	20.0	63.1%	44.4%	48.1%
Professional Support	2.0	6.2%	6.4%	10.9%
Campus Administration (School Leadership)	0.0	0.0%	2.5%	3.4%
Educational Aides	9.7	30.7%	9.1%	11.2%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,006.0
Part-time Librarians	0.0	n/a	0.0	445.0
Full-time Counselors	1.0	n/a	8.0	13,894.0
Part-time Counselors	0.0	n/a	1.0	1,014.0
Total Minority Staff	15.5	48.7%	39.9%	56.2%
Teachers by Ethnicity				
African American	0.0	0.0%	2.0%	13.0%
Hispanic	6.9	34.4%	16.0%	31.5%
White	13.1	65.6%	82.0%	51.3%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	0.0	0.0%	22.1%	24.6%
Females	20.0	100.0%	77.9%	75.4%
Teachers by Highest Degree Held				
No Degree	0.7	3.6%	5.7%	2.6%
Bachelors	18.3	91.5%	74.0%	71.0%
Masters	1.0	4.9%	19.6%	25.6%
Doctorate	0.0	0.0%	0.7%	0.9%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	4.5%	6.6%
1-5 Years Experience	6.6	33.1%	24.8%	27.3%
6-10 Years Experience	0.0	0.0%	12.5%	19.9%
11-20 Years Experience	9.5	47.2%	30.2%	28.2%
21-30 Years Experience	3.0	14.7%	22.1%	14.8%
Over 30 Years Experience	1.0	4.9%	5.9%	3.2%
Number of Students per Teacher	15.4	n/a	12.0	14.8

Texas Education Agency
2025-26 Staff Information
J C FRENCH EL (062901104) - CUERO ISD - DEWITT COUNTY

Staff Information	Campus	District	State
Average Years Experience of Campus Staff			
Principals	0.0	9.5	6.0
Principals with District	0.0	7.5	5.1
Assistant Principals	0.0	3.6	5.3
Assistant Principals with District	0.0	3.4	4.4
Teachers	13.5	13.6	11.6
Teachers with District	6.4	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$36,419	\$56,662
1-5 Years Experience	\$45,822	\$52,822	\$61,809
6-10 Years Experience	-	\$61,082	\$67,490
11-20 Years Experience	\$63,993	\$66,685	\$71,431
21-30 Years Experience	\$70,018	\$72,080	\$76,154
Over 30 Years Experience	\$70,961	\$68,128	\$80,214
Average Actual Salaries (regular duties only)			
Teachers	\$59,207	\$62,449	\$68,020
Professional Support	\$72,956	\$68,139	\$78,169
Campus Administration (School Leadership)	-	\$80,031	\$91,147
Staff Exclusions			
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,289.2
Others			
Instructional Staff Percent	n/a	61.7%	64.4%

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.7%	0.1%	6.5%
Career and Technical Education	0.0	0.0%	11.2%	5.9%
Compensatory Education	3.9	19.7%	2.6%	2.7%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	14.0	69.9%	68.8%	67.3%
Special Education	2.0	9.8%	12.6%	12.3%
Other	0.0	0.0%	4.6%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CLI Engage Data
Common Benchmark Assessments
Mclass Data

Curriculum, Instruction and Assessment Strengths

John C. French Elementary utilizes standards-aligned curriculum, instructional resources, and multiple assessment measures to support teaching and learning across PK–1. Campus assessment systems provide teachers with information about student performance at both the broad skill and individual TEKS level. In 2025–26, curriculum-based assessment data demonstrated areas of strength in both reading and mathematics. For example, first-grade reading performance averaged 75–77% across several comprehension-related strands, while kindergarten mathematics demonstrated strengths in number representation and comparison and data analysis.

Curriculum, Instruction and Assessment Weaknesses

Assessment data indicate that performance on curriculum-based assessments did not consistently translate to mastery of foundational reading skills. While students demonstrated stronger performance on several comprehension-related curriculum assessments, mCLASS EOY data identified significant numbers of students below benchmark in foundational literacy skills, particularly word reading and fluency. Mathematics data also demonstrated inconsistent mastery across skills, with some concepts substantially stronger than others. These differences indicate a need for greater alignment among curriculum implementation, foundational skill instruction, assessment analysis, and responsive intervention.

Curriculum, Instruction and Assessment Needs

The campus needs to strengthen consistent implementation of high-quality Tier I instruction while ensuring foundational skills are explicitly and systematically addressed. Teachers need continued opportunities to internalize lessons, analyze multiple sources of student data, identify specific skill gaps, and use those findings to plan differentiated small-group instruction and intervention. Assessment data should be reviewed regularly through PLCs and campus data reviews, with student groups and instructional supports adjusted based on demonstrated progress and identified needs.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

John C. French Elementary has established curriculum and assessment systems that provide multiple measures of student learning; however, student achievement data demonstrate a continued need to strengthen the connection between curriculum implementation, assessment analysis, and responsive instruction. The campus will prioritize strong Tier I instruction, lesson internalization, collaborative PLCs, data-driven small-group instruction, targeted intervention, and frequent progress monitoring. Particular emphasis will be placed on strengthening foundational literacy and numeracy skills and ensuring assessment data result in timely instructional adjustments that accelerate student growth.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Campus Event Sign-In Sheets
Parent Conference Sign-In Sheets

Family and Community Involvement Strengths

John C. French Elementary provided numerous opportunities for families to participate in the school community during the 2025–26 school year, including Meet the Teacher, Open House, Literacy Night, Grandparents Day, Thanksgiving Meal, Christmas Program/Bazaar, Color Run, Career Day, Field Days, Counselor Connections, Title I meetings, and monthly PTO meetings. Parent conferences were conducted after the first six weeks and at the end of the year with strong family participation. The campus maintained regular communication through a weekly principal newsletter, teacher communication platforms, PTO communication, and other digital tools. An active PTO provided an additional avenue for ongoing family involvement and partnership with the school.

Family and Community Involvement Weaknesses

Although families had numerous opportunities to participate in campus events, family engagement was more heavily focused on school activities and community-building than on supporting academic learning. Limited opportunities were provided to equip families with specific strategies and resources for reinforcing literacy, mathematics, and school-readiness skills at home. The use of various digital communication platforms by teachers also created a need for greater consistency in school-home communication.

Family and Community Involvement Needs

The campus needs to build upon strong family participation by increasing meaningful academic engagement opportunities for families. Families need practical, developmentally appropriate strategies and resources for supporting literacy, numeracy, and readiness skills at home. The campus should continue regular family communication while increasing consistency across communication methods and providing families with ongoing information about student progress, interventions, and academic expectations. Continued collaboration with the PTO and opportunities for family input should be utilized to strengthen school-home partnerships.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

John C. French Elementary has an established foundation of family involvement, demonstrated through strong participation in parent conferences, numerous campus events, regular communication, monthly PTO involvement, and Title I engagement opportunities. While families were actively involved in the school community during 2025–26, opportunities for families to engage directly in their child's academic learning were more limited. The campus will build upon existing family participation by increasing literacy and math engagement opportunities, providing at-home learning strategies, strengthening communication regarding student progress and interventions, and continuing partnerships with the PTO and community.

School Context and Organization

School Context and Organization Data Sources

MTSS Meeting Documentation
RTI Intervention Documentation
State Assessment Data

School Context and Organization Strengths

John C. French Elementary maintained structures to support collaboration and campus communication during the 2025–26 school year, including weekly PLCs/teacher meetings, monthly staff meetings, communication with grade-level lead teachers, and a Campus Planning and Organizational Committee (CPOC). Region 3 instructional coaches supported teachers with lesson internalization and implementation of Bluebonnet instructional materials. The campus also made significant progress in strengthening its academic MTSS process and establishing more consistent campus-wide systems and procedures.

School Context and Organization Weaknesses

Campus systems were not consistently implemented across grade levels, with some procedures and instructional practices operating primarily at the individual grade-level level rather than through a unified campus approach. Although academic MTSS processes improved, implementation continued to require refinement, and a comparable behavioral MTSS system was not established. The master schedule required the campus to manage three different schedules to accommodate instructional requirements, creating organizational challenges. Additionally, protected time for targeted small-group intervention was not consistently available.

School Context and Organization Needs

Comprehensive Needs Assessment

The campus needs to continue refining a consistent, campus-wide academic MTSS framework while developing a clearly defined behavioral MTSS system. Organizational structures should provide protected opportunities for targeted small-group instruction, intervention, progress monitoring, and collaborative data analysis. Continued attention is also needed to strengthen vertical alignment and the use of PK–1 student data to identify foundational learning gaps and better prepare students for success as they transition to Hunt Elementary and eventually enter state-tested grade levels.

School Context and Organization Summary

organization, instructional collaboration, and academic MTSS systems. Weekly PLCs, regular staff communication, instructional coaching, CPOC involvement, and increased consistency in campus processes provided a foundation for continued improvement. However, opportunities remain to refine academic MTSS, establish comprehensive behavioral MTSS supports, protect time for targeted small-group instruction, and strengthen campus-wide consistency. Moving forward, JCF will also increase intentional analysis of early-learning data and vertical collaboration to ensure PK–1 instructional decisions support student readiness for Hunt Elementary and contribute to stronger long-term student achievement and district accountability outcomes.

Technology

Technology Data Sources

Training Records

Technology Strengths

John C. French Elementary had strong access to instructional technology during the 2025–26 school year, including 1:1 iPads for students, classroom technology for teachers, and reliable wireless connectivity. Digital assessment systems were increasingly integrated into campus practices, with consistent use of DMAC for Bluebonnet assessments and effective implementation of mCLASS. Staff received ongoing support and training from the district educational technology specialist. Teachers also incorporated digital tools, including Kahoot, to increase student engagement with content within the Bluebonnet curriculum.

Technology Weaknesses

were not utilized to their full potential. IXL implementation was inconsistent, and teachers would benefit from additional support in using DMAC and other assessment platforms to move beyond accessing data to translating results into specific instructional adjustments. Family communication also occurred across multiple digital platforms, resulting in inconsistent communication methods across classrooms and grade levels.

Comprehensive Needs Assessment

Technology Needs

The campus needs to maximize existing technology resources rather than significantly expand technology access. Continued professional learning and support from instructional coaches and educational technology staff are needed to strengthen teachers' ability to analyze digital assessment data and use results to adjust instruction, form small groups, and plan interventions. More consistent implementation of IXL is needed to support differentiated practice and progress monitoring. The campus also needs a consistent digital platform for school-home communication and continued developmentally appropriate instruction in digital citizenship.

Technology Summary

John C. French Elementary has adequate technology infrastructure, student and staff access, and digital resources to support instruction, assessment, and communication. Technology was not identified as a significant barrier to student achievement during the 2025–26 needs assessment. Opportunities for improvement center primarily on maximizing existing resources through stronger implementation of IXL, increased use of DMAC data to inform instructional decisions, and greater consistency in digital family communication. Continued staff training and the integration of digital citizenship instruction will support purposeful, developmentally appropriate technology use.

FRENCH EL

Goal 1. (Improve Student Achievement) Strengthen high-quality Tier I instruction and early intervention across PK–1 to ensure students develop the foundational literacy and mathematics skills necessary for continued academic success.

Objective 1. (1.1: Early Literacy) By Spring 2027, at least 70% of PK, Kindergarten, and First Grade students will meet or exceed benchmark expectations on CLI Engage or mCLASS EOY assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Really Great Reading/Heggerty as a supplemental component of Bluebonnet Tier I literacy instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.4)	Instructional Coaches, Principal, Teacher(s)	August 2026–May 2027		Criteria: Implementation will be monitored through walkthroughs, PLCs, and lesson plans. Effectiveness will be evaluated using mCLASS and campus assessment data, with evidence of growth in phonological awareness, phonics, decoding, and overall early literacy performance.
2. Conduct scheduled PLCs to internalize lessons, analyze student data, and plan instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 1,2) (ESF: 1.2,4.1,5.2,5.3,5.4)	Instructional Coaches, Principal, RTI Teachers, Teacher(s)	August 2026–May 2027		Criteria: PLC agendas, minutes, lesson internalization artifacts, and student data will be reviewed for evidence of consistent participation, data-driven instructional planning, and adjustments to instruction based on identified student needs.
3. Utilize instructional coaching to strengthen instructional practices. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,K,1st) (Strategic Priorities: 1,2) (ESF: 1.1,4.1,5.1,5.2,5.3)	Instructional Coaches, Teacher(s)	August 2026–May 2027		Criteria: Instructional coaching logs, walkthrough data, teacher feedback, and student performance data will be reviewed for evidence of improved instructional practices, effective implementation of HQIM, and increased student achievement.
4. Utilize CLI, 6 Week Assessments, mCLASS, Bluebonnet, and IXL data to provide targeted small-group instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2,4)	Principal, RTI Teachers, Teacher(s)	August 2026–May 2027		Criteria: Small-group rosters, instructional documentation, PLC records, and student assessment data will be reviewed for evidence that groups are based on

FRENCH EL

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Objective 1. (1.1: Early Literacy) By Spring 2027, at least 70% of PK, Kindergarten, and First Grade students will meet or exceed benchmark expectations on CLI Engage or mCLASS EOY assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 4.1,5.1,5.3,5.4)				identified skill needs, instruction is targeted to those needs, and students demonstrate measurable growth over time.

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Goal 1. (Improve Student Achievement) Strengthen high-quality Tier I instruction and early intervention across PK–1 to ensure students develop the foundational literacy and mathematics skills necessary for continued academic success.

Objective 2. (1.2: Mathematics) By Spring 2027, at least 70% of Kindergarten and First Grade students will meet grade-level expectations on IXL EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted mathematics small-group instruction. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk,K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.4)	Principal, Teacher(s)	August 2026–May 2027		Criteria: IXL EOY diagnostic data will demonstrate that at least 70% of Kindergarten and First Grade students meet grade-level expectations by Spring 2027.
2. Utilize IXL diagnostics and skill plans and Bluebonnet assessment data to identify and address student needs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Instructional Coaches, Principal, Teacher(s)	August 2026–May 2027:		Criteria: IXL diagnostic and skill plan data and Bluebonnet assessment reports will be reviewed throughout the year to identify student needs, plan targeted instruction, and monitor progress toward grade-level expectations.

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Goal 1. (Improve Student Achievement) Strengthen high-quality Tier I instruction and early intervention across PK–1 to ensure students develop the foundational literacy and mathematics skills necessary for continued academic success.

Objective 3. (1.3: Academic Intervention) By Spring 2027, at least 80% of PK, Kindergarten, and First Grade students receiving Tier II academic interventions will demonstrate growth on identified progress-monitoring measures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct MTSS academic meetings after each grading period to review students identified as academically at risk, analyze progress-monitoring data, and adjust interventions based on student needs. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk,PRES K,K,1st) (Strategic Priorities: 2) (ESF: 1.2,5.3,5.4)	Principal, RTI Teachers, Teacher(s)	August 2026 - May 2027		Criteria: MTSS academic meetings will be conducted after each grading period, with meeting documentation demonstrating review of identified students, progress-monitoring data, intervention effectiveness, and adjustments to interventions based on student need.
2. Utilize CLI Engage and six-weeks assessment data in PK and mCLASS, IXL, and Bluebonnet data in K–1 to identify student needs, monitor progress, and provide targeted interventions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,PRES K,K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Principal, RTI Teachers, Teacher(s)	August 2026 - May 2027		Criteria: CLI Engage, six-weeks assessments, mCLASS, IXL, and Bluebonnet data will demonstrate ongoing progress monitoring and be used to identify student needs, determine targeted interventions, and adjust instruction based on student progress.
3. Maintain intervention documentation and progress-monitoring data and collaborate with teachers and families to develop, communicate, and monitor student support plans. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: AtRisk,PRES K,K,1st) (Strategic Priorities: 2) (ESF: 3.4,5.3,5.4)	Principal, RTI Teachers, Teacher(s)	August 2026 - May 2027		Criteria: Intervention records, progress-monitoring documentation, MTSS support plans, and parent communication records will demonstrate that student interventions are documented, monitored, communicated with families, and adjusted based on student progress.

FRENCH EL

Goal 2. (Safe and Optimal Environment) Provide a safe, positive, supportive, and developmentally appropriate learning environment that promotes student well-being, positive behavior, belonging, and readiness to learn.

Objective 1. (2.1 - Behavior & SEL) Reduce repeat behavior referrals by 10% during the 2026–2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement CharacterStrong, PBIS, and JCF schoolwide expectations to explicitly teach, reinforce, and recognize positive student behavior and social-emotional skills. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3)	Dean of Students, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027	(F)Character Strong, (F)ClassDojo, (O)PBIS Incentives	Criteria: CharacterStrong implementation, PBIS/ClassDojo data, classroom and campus observations, and discipline data will demonstrate consistent teaching and reinforcement of JCF expectations and positive student behavior.
2. Utilize the Reset Room and other targeted behavioral interventions to provide structured support for students demonstrating significant or repeated behavioral concerns. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.2,3.3,5.4)	Dean of Students, MTSS Coordinator, Principal, Reset Room Staff	August 2026 – May 2027		Criteria: Reset Room documentation, behavior intervention records, and discipline data will be reviewed to monitor student response to targeted behavioral supports and determine whether interventions should be continued or adjusted.
3. Review discipline and behavioral data through the MTSS process to identify patterns, monitor student progress, and develop or adjust behavioral supports based on student needs. (Title I SW Elements: 2.2) (Target Group: AtRisk,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 1.2,3.3,5.3,5.4)	Dean of Students, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027	(F)Educator's Handbook	Criteria: MTSS meeting documentation, discipline and behavior data, and student support plans will demonstrate regular review of behavioral patterns, student progress, intervention effectiveness, and adjustments to supports based on identified needs.

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Goal 2. (Safe and Optimal Environment) Provide a safe, positive, supportive, and developmentally appropriate learning environment that promotes student well-being, positive behavior, belonging, and readiness to learn.

Objective 2. (2.2 Behavioral Support) 100% of students identified as requiring intensive behavioral support will have documented individualized interventions or behavior support plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop individualized Tier II and Tier III behavioral supports through the MTSS process in collaboration with appropriate staff and families. (Title I SW Elements: 2.6,3.1) (Target Group: AtRisk,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.3,3.4,5.4)	Dean of Students, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027		Criteria: MTSS documentation, individualized behavior support plans, and family communication records will demonstrate that students requiring Tier II or Tier III behavioral support have individualized interventions developed collaboratively with appropriate staff and families.
2. Document and monitor Tier II and Tier III behavioral interventions and regularly review student progress to evaluate effectiveness and adjust supports as needed. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 1.2,3.3,5.3,5.4)	Dean of Students, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027		Criteria: Behavior intervention documentation and progress-monitoring data will demonstrate regular review of student response to Tier II and Tier III interventions and adjustments to behavioral supports based on student progress.

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- Goal 2.** (Safe and Optimal Environment) Provide a safe, positive, supportive, and developmentally appropriate learning environment that promotes student well-being, positive behavior, belonging, and readiness to learn.
- Objective 3.** (2.3 Absenteeism) Reduce chronic absenteeism by 5% among identified student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance data regularly and conduct scheduled attendance reviews to identify attendance concerns and provide timely parent notification, including attendance concern letters as appropriate. (Title I SW Elements: 2.2,2.6) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 1.2,3.3)	Dean of Students, MTSS Coordinator, Principal, Secretary/Attendance Clerk	August 2026 – May 2027		Criteria: Attendance reports, attendance review documentation, parent contact records, and attendance concern letters will demonstrate regular monitoring and timely response to identified attendance concerns.
2. Collaborate with families of students with attendance concerns to identify barriers to regular attendance and develop appropriate supports to improve attendance. (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Dean of Students, MTSS Coordinator, Principal, Secretary/Attendance Clerk	August 2026 – May 2027		Criteria: Parent communication records, attendance meeting documentation, and student attendance data will demonstrate collaboration with families to identify barriers, provide appropriate supports, and monitor changes in student attendance.

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Goal 2. (Safe and Optimal Environment) Provide a safe, positive, supportive, and developmentally appropriate learning environment that promotes student well-being, positive behavior, belonging, and readiness to learn.

Objective 4. (Objective 4 - 2.4: Campus Safety and Emergency Preparedness) Maintain a safe and secure learning environment through weekly exterior door monitoring and scheduled emergency preparedness drills, with 100% of required safety checks and drills documented

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct weekly exterior door security checks to ensure exterior doors remain closed, locked, and secured. The MTSS Coordinator will conduct the checks and report findings or safety concerns directly to the principal. Identified concerns will be addressed promptly. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1.2,3.1)	MTSS Coordinator, Principal	August 2026–May 2027		Criteria: Weekly exterior door security check records, documentation of findings reported by the MTSS Coordinator to the principal, and records of corrective actions taken to address identified safety concerns.
2. Conduct scheduled campus Safety Weeks to teach, practice, and reinforce emergency response procedures using the Standard Response Protocol (SRP). Students and staff will participate in developmentally appropriate safety instruction and required emergency drills to strengthen preparedness and ensure consistent implementation of campus safety procedures. (Title I SW Elements: 2.2,2.4) (Target Group: All) (ESF: 3.1,3.2)	Dean of Students, MTSS Coordinator, Principal, School Nurse, Secretary/Attendance Clerk, Teacher(s)	August 2026–March 2027		Criteria: Documentation of campus Safety Weeks conducted in September 2026 and January 2027, emergency drill schedules and records through March 2027, and administrative review of drill procedures to identify areas for improvement.

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Goal 3. (Parent/Family and Community Engagement) Strong family-school partnerships support student achievement, attendance, behavior, and school connectedness. Continued efforts are needed to increase family participation, strengthen two-way communication, and provide families with meaningful opportunities to support learning at home and participate in the school community.

Objective 1. (3.1 Family Participation) Increase family participation in parent conferences and campus family-engagement activities during the 2026–2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain consistent communication with families regarding student academic progress, readiness, and interventions through BOY, MOY, and EOY opportunities, ClassDojo, and other district communication systems. (Title I SW Elements: 3.1) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.4)	Principal, Teacher(s)	August 2026 – May 2027		Criteria: Parent conference documentation, ClassDojo communication, progress reports, and other communication records will demonstrate ongoing communication with families regarding student academic progress, readiness, and interventions.
2. Provide families with at-home literacy and mathematics strategies and opportunities to participate in family learning activities that support student achievement. (Title I SW Elements: 3.1,3.2) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.4)	Instructional Coaches, Principal, Teacher(s)	August 2026 – May 2027		Criteria: Family learning materials, event documentation, participation records, and parent resources will demonstrate opportunities for families to support literacy and mathematics learning at home and on campus.
3. Provide a variety of campus events and partner with PTO and community stakeholders to increase family participation and strengthen school-home-community relationships. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 3.4)	Dean of Students, MTSS Coordinator, Principal, School Nurse, Secretary/Attendance Clerk, Teacher(s)	August 2026 – May 2027		Criteria: Event calendars, sign-in sheets/participation records, PTO documentation, and family engagement records will demonstrate multiple opportunities for families and community partners to participate in campus activities throughout the school year.

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Goal 4. (Recruit and Retain Highly Qualified Staff) Recruit, develop, support, and retain highly qualified staff by providing meaningful professional learning, instructional coaching, collaborative planning, recognition, and a positive professional culture.

Objective 1. (4.1 Professional Learning) During the 2026–2027 school year, 100% of instructional staff will participate in professional learning, collaborative planning, and/or instructional coaching aligned to identified campus and student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide scheduled PLCs, collaborative planning opportunities, instructional coaching, and professional learning to strengthen curriculum implementation and instructional practices based on identified campus and student needs. (Title I SW Elements: 2.4,2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 1,2) (ESF: 4.1,5.1,5.2)	Instructional Coaches, Principal, Teacher(s)	August 2026 – May 2027		Criteria: PLC documentation, coaching records, professional learning documentation, and classroom observations will demonstrate staff participation and implementation of identified instructional practices and curriculum supports.
2. Utilize T-TESS goals, observations, feedback, and ongoing support to promote continuous professional growth and strengthen instructional practices. (Title I SW Elements: 2.4,2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 1) (ESF: 1.1,5.2)	Instructional Coaches, Principal	August 2026 – May 2027		Criteria: T-TESS goals, walkthrough and observation documentation, feedback records, and professional growth evidence will demonstrate ongoing support for staff development and improved instructional practices.
3. Monitor staff needs and provide appropriate support, recognition, and opportunities for collaboration to promote staff well-being, retention, and a positive professional culture. (Title I SW Elements: 2.2) (Target Group: PRE K,K,1st) (Strategic Priorities: 1) (ESF: 3.1)	MTSS Coordinator, Principal, School Nurse	August 2026 – May 2027		Criteria: Staff feedback, retention data, recognition activities, and documentation of staff supports and collaborative opportunities will be reviewed to evaluate staff needs and the effectiveness of efforts to maintain a positive professional culture.

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Goal 5. (Promote College and Career Awareness/Readiness) Build early awareness of college, careers, and future possibilities by providing developmentally appropriate opportunities for PK–1 students to explore careers, identify interests, and understand connections between learning and the world around them.

Objective 1. (5.1 College/Career Activities) During the 2026–2027 school year, 100% of PK–1 students will participate in developmentally appropriate college and career awareness activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide developmentally appropriate career exploration experiences through Career Day and partnerships with parents, families, local professionals, and community organizations. (Title I SW Elements: 2.4) (Target Group: All, PRE K, K, 1st) (Strategic Priorities: 3) (ESF: 3.4)	Dean of Students, Library Aide, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027		Criteria: Career Day documentation, participation records, and community partner involvement will demonstrate that students were provided opportunities to explore a variety of careers and community roles.
2. Integrate career awareness into campus announcements and instructional experiences by highlighting careers and making explicit connections between classroom learning and real-world occupations. (Title I SW Elements: 2.5) (Target Group: PRE K, K, 1st) (Strategic Priorities: 3) (ESF: 5.1)	Principal	August 2026 – May 2027		Criteria: Campus announcement materials, lesson activities, read-alouds, and instructional documentation will demonstrate integration of age-appropriate career awareness and connections between classroom learning and real-world careers.
3. Provide hands-on career and community learning experiences, including Fire Prevention Week activities with the Cuero Fire Department and a PK visit to the local fire station. (Title I SW Elements: 2.4) (Target Group: PRE K, K, 1st) (Strategic Priorities: 3) (ESF: 3.4)	Dean of Students, MTSS Coordinator, Principal, Teacher(s)	August 2026 – May 2027		Criteria: Fire Prevention Week documentation, field trip records, student participation, and community partnership evidence will demonstrate student participation in hands-on career and community learning experiences.