

Cuero Independent School District
French Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

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

Revised/Approved: September 14, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Enrollment for the 2020-21 school year of 309 students. John C. French has four highly Pre-k teachers with aides, and six kindergarten teachers with two aides, six first grade teachers, with two aides, one PPCD teacher with five aides, and one CNA, one motor lab coach, one P.E. coach, fine arts aide, and library aide. The campus has one principal, one counselor, one RtI interventionist, and one secretary.

Demographics Strengths

Most students that join the Cuero ISD family graduate from the Cuero ISD.

John C. French provides a variety of ways for parents to get involved and we strive to teach Cuero families about "school life" as they begin the first few years of their child's educational journey

Student to teacher ratios are 20 to 1

Instructional aides provide extra support for teachers and students.

Parents are able to access a private Facebook group, CueroISD webpage, SeeSaw Family Access, and John C. French Facebook page to communicate with teachers, a campus counselor, and the campus principal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The students lack educational opportunities and real-world experiences. **Root Cause:** We have a high population of economically disadvantaged students on

the campus.

Problem Statement 2: We do not have a diverse population of teachers and staff. **Root Cause:** Lack of applicants.

Student Learning

Student Learning Summary

We will continue to improve student achievement by ensuring that academics, character, and relationships are equally important. We will teach the whole child. We will monitor growth using our data wall and MCLASS. Where does the child begin? Are they improving? What intervention strategies do we need to implement? Is this strategy working? Language Arts consisting of balanced literacy focusing on meaning and print, Writing, and discourse are critical components for building the child's success towards autonomous readers. Independence and confidence in reading lead to overall student success, overall academics, and long-term student leadership and success. Language Arts not only lays the foundation for academic understanding; it allows for student pride. It gives a child a voice. They have a deeper understanding and can project this understanding in all areas. A child has a solid foundation in reading, combining phonemic awareness and comprehension (print and meaning). This foundation creates future-ready readers. This success in reading shows in their composition writings. Does the child apply their knowledge of content vocabulary and meaning in their compositions? Does the child use this vocabulary and meaning in their speaking and questioning? Does the child have hands-on experiences to become future-ready readers and writers? Can this child explain their thinking and understanding? Can this child edit his writing to show the strength of his understanding? We will build their understanding and self-pride by building their language arts components of reading and writing through vocabulary and meaning. We will grow the total child by building their understanding of science, math, and social studies concepts with print and meaning.

See the addendum below for a breakdown of reading progress for 2020-2021.

Student Learning Strengths

Students reading below grade level in kinder and first grade made significant gains and were reading above or on grade level by the end of the year. We contribute this to a change in teaching styles and the use of our Fountas and Pinnell Classroom materials and guided reading. Teachers have become acquainted with the new workshop style of teaching. We were able to see growth in our teacher's ability to analyze what was keeping students from moving forward to the next reading level. Teachers were conducting more quick informative assessments and gathering more data on students. They began to embrace their note-taking skill and created more efficient ways to collect data. Teachers were able to communicate to parents exactly what they could focus on to help their child increase their reading abilities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are still struggling from the previous year of missing school due to COVID. Especially those transferring from bigger districts. **Root Cause:**

School Processes & Programs

School Processes & Programs Summary

John C. French is highly focused on the academic success of all students. Data analysis and desegregate data (MCLASS, BAS, Istation, Circle) in order to drive instructional practices in the classroom. Teachers will follow either the Pre-K guidelines or TEKS; following the TEKS Resource System's year at a glance (YAG) in math, social studies, and science as prepared by the Kindergarten and First-grade teachers. For ELAR they will follow the Fountas and Pinnell year at a glance.

Weekly PLC meetings will allow teachers to receive continuous support and give teachers time to plan and discuss student progress. Teachers will turn in weekly lesson plans with the TEKS and student expectations listed. They will include their modifications and accommodations for Spec. Ed. 504, ELLs on their own copy of the lesson plans. Teachers will enter RtI Tier,2, and 3 documentation into Success Ed. Teachers will keep student portfolios on every student and track progress throughout the year with antidotal notes, BAS, progress monitoring checks, data meetings, and running records.

Teachers will receive Phonics and Fountas and Pinnell Classroom training for Shared Reading, Interactive Reading, Independent Reading, Guided Reading, Shared and Independent Writing, Teachers will implement a lesson plan that is user-friendly and will allow them to ensure all parts of their balanced reading program is taught.

Teachers will follow the TEKS Resource as their YAG and send their planning time on Wednesdays working with the Literacy Continuum and the Fountas and Pinnell Classroom lesson plans to ensure they cover all the required TEKS.

We had expected to see students grow at a much more rapid rate and then there was the unexpected COVID. We are now utilizing our Pre-k teachers and other campus staff to pull additional small groups to fill in instructional gaps for students that need extra support.

School Processes & Programs Strengths

The adoption of new curriculum has our staff motivated to teach from the TEKS and present content in workshop style that is more engaging and inviting to all types of The new curriculum is streamlined with the state standards and allows for teachers to have all the needed resources to teach with fidelity. Teachers began to show growth in their ability to gather useful data on each student. They were "owning" their documentation and making it useful in their guided reading groups.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are still struggling with time missed due to COVID. **Root Cause:** COVID

Perceptions

Perceptions Summary

John C. French will move into year four after the reconfiguration of campuses in 2017-2018. John C. French was a Pre-K- Kinder campus until first grade moved down to join the campus from Hunt Elementary, along with a first-year principal that will be returning for the 2020-21 school year.

The continuation of our mentoring program for new teachers allowed teachers to learn from each other and work more efficiently as a team.

John C. French will continue to work on maintaining 20 office referrals or less every six weeks. In the 2021-22 school year. The new five-phase discipline flow chart helped teachers determine what constitutes an office referral and what should be handled in class.

Mrs. Braden, our school counselor, implemented a guidance curriculum and worked with all classroom teachers at the beginning of the year to set up and demonstrate how to use a cool-down zone in their classroom to prevent the loss of instructional time and prevent small issues from escalating into massive interruption that requires an office referral.

The campus principal will continue to foster a healthy, positive environment for staff as they grow and work together to embrace the changes and increased expectations.

Perceptions Strengths

John C. French Elementary has tremendous community support and a growing Parent-Teacher Organization. Our faculty/staff gladly volunteer their time and effort throughout the year at numerous events such as the Grandparents' Day Breakfast, Thanksgiving Luncheon, and Holiday Program/Bazaar, and Tattoo sales. Parents participate in making decisions for the campus at our Title One Fall Meetings, CPOC Meetings, and PTO Committee Meetings.

Everyone works diligently as a school family to ensure that all of our students are successful. Teachers do an excellent job communicating with parents at the beginning and end of the year conferences and throughout the school year. We saw an increase in the number of parents attending RtI meetings every six weeks. We have teachers emailing, texting, using SeeSaw, and using the remind app to communicate with parents. We have a welcoming and friendly environment at John C. French.

COVID has limited our Parent contact and our events. Teachers have found new ways to communicate with parents by sending pictures and even using social media to create groups for their classes.

Our community and parents are proud to say their children attend John C. French. They repeatedly tell us that they know we care about their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We were unable to complete our face to face conferences at the end of the year. **Root Cause:** COVID-19 safety precautions required us to go remote.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals





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

Performance Objective 1: Increase Pre-K, Kindergarten and 1st grade readiness skills while learning the fundamentals of reading, writing and math to show at least a years worth of progress.

Targeted or ESF High Priority

Evaluation Data Sources: End of Year: MCLASS, BAS; ISTATION, CLI ENGAGE; Progress on 6 weeks report card, anecdotal notes, running records, student portfolio and journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: RtI intervention teacher will pull small groups of Tier 2 and Tier 3 students to improve reading and math academic performance.</p> <p>Supplement instruction with Istation, Zoo Phonics, Pre-K Learning without Tears, and RtI intervention.</p> <p>Strategy's Expected Result/Impact: kindergarten and first grade student reading levels as indicated on their 3rd, 4th, and 5th 6weeks report cards.</p> <p>Staff Responsible for Monitoring: Principal, kindergarten teachers, RtI interventionist, first grade teacher, and pre-k teachers.</p> <p>Funding Sources: - Title I, Part A - \$47,280</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize incentives such as Spirit Monkeys and friendly classroom competition for both individual and team achievement when reading books each six weeks that are checked out from the library.</p> <p>Strategy's Expected Result/Impact: 90% participation in the campus reading initiatives.</p> <p>Staff Responsible for Monitoring: Leaders: Principal and Library Manager, Reading Committee</p> <p>Others involved: Teachers and Aides</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Disaggregate and analyze data results in PLC meetings, from unit assessments, BAS, TPRI, Istation, to better provided targeted instruction to students that are not showing adequate progress or need more intense intervention.</p> <p>Plan differentiate instruction for all of our students that are already meeting their goals and require a higher level of instruction.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by data analysis as documented in our PLC meetings. Impact will be measured by: running records, antidotal notes, TPRI scores, BAS scores, and TEMI</p> <p>Funding Sources: - Title II, Part A - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers will implement Fundamental 5 to help them improve the daily delivery of instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the Fundamental 5 into their instructional day.</p> <p>Walkthroughs and TTESS observations conducted by the campus principal</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: John C. French Elementary will provide research base instruction to all learners that will include professional development from: Region 3: TEKS Resource System, Balanced Literacy, LPAC, EL training, Istation, Learning Without Tears, RtI Intervention, Heinemann Fountas and Pinnell.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by walkthroughs; progress / impact will be measured by TPRI scores, report cards, running records, BAS, and Individual teacher Data meetings.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, RtI Teacher, Support Staff</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Title I, Part A, - Title V, Part B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: John C. French Elementary classroom teachers will keep ongoing portfolios on each student to show progress throughout the year and share this portfolio with the students parents at the beginning of the year and end of the year conferences. This will also include a writing portfolio with dated writing samples.</p> <p>Strategy's Expected Result/Impact: Portfolios will display student growth, antidotal notes, student work samples, and BAS levels.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionist, and Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 2: Increase of students reading on and above grade level through the use of shared reading, interactive reading, independent reading, guided reading, and writing, and handwriting with the use of Fountas and Pinnell, Learning Without Tears and Snap words.

Targeted or ESF High Priority

Evaluation Data Sources: Progress monitoring: BAS, CLI ENGAGE, TPRI, running records, anecdotal notes , running records and 6 weeks report cards, Learning Without Tears Journals, Lucy Calkins, and Handwriting books.





Strategy 1 Details	Reviews			
<p>Strategy 1: Workshop style teaching through new curriculum, Fountous and Pinnell, will keep students engaged and align well with the new TEKS for ELAR.</p> <p>Strategy's Expected Result/Impact: Students reading on grade level an beyond.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, and Reading Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: John C. French Reading Committee will create incentives to promote and encourage students to read at home and at school.

Targeted or ESF High Priority





Evaluation Data Sources: Increase in the number students reading independently and with their family at home. "Red Folder" reading logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: A Reading committee was created to promote reading on the campus and come up with grade appropriate rewards for reading at school and at home.</p> <p>Strategy's Expected Result/Impact: Student will show growth in reading and the number of students reading at home will increase.</p> <p>Staff Responsible for Monitoring: Committee members, Classroom teachers, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Teachers will receive ongoing support for the new Fountas and Pinnell curriculum through online resources, webinars and training.

Evaluation Data Sources: Increase in student' reading performance across the grade levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will implement Fountas and Pinnell Independent Reading, Shared Reading, Guided Reading, and Reading Mini lessons daily. Training will be done in these areas throughout the school year on Staff Development days, PLC meetings, and faculty meetings.</p> <p>Strategy's Expected Result/Impact: Students will show improvement in reading on and above grade level. BAS levels will progress with TPRI levels.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: We will continue to increase our library collection for our listening stations.

Evaluation Data Sources: BAS, Teacher Observations

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

Performance Objective 6: Professional Learning Committees will be scheduled for teachers to properly plan and review data to instruction.

Evaluation Data Sources: Principal observation and sign in sheets

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

Performance Objective 7: We will supplement phonics instruction with Really Good Reading in Pre-K, kinder and first grade.

Targeted or ESF High Priority

Evaluation Data Sources: MCLASS, BASS, and Student report card

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

Performance Objective 8: The teachers will use supplemental reading materials to make stations during guided reading more engaging and hands-on.

Evaluation Data Sources: TTESS observations, Student report cards, anecdotal notes, and running records

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

Performance Objective 9: John C. French and Hunt Elementary will host a family math night with Brian Richards Magic, Comedy, and Fun with Math.

Evaluation Data Sources: Number of students and parents in attendance

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

Performance Objective 10: The campus will provide our pre-k and kinder students with new outside riding equipment for recess, to increase their gross motor skills and hand eye coordination.

Evaluation Data Sources: Improvement in behavior on daily charts and improvement academically in Circle, MCLASS, and BAS.

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

Performance Objective 11: John C. French students will continue to utilize our Drumfit program in P.E. to increase gross motor skills, fine motor skills, physical strength, coordination, and academic skills.

Evaluation Data Sources: Teacher observations

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 1: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, FES will be 100% compliant by implementing the following strategies.

Evaluation Data Sources: These strategies have been identified as low priority strategies for this school year. An analysis of implementation, impact, and current data will be evaluated at the end of the year to determine any changes in priority status.

Strategy 1 Details	Reviews			
<p>Strategy 1: FES will follow board policy FFH (Local) Freedom from Discrimination, Harassment, and Retaliation. (See policy provided in the addendum to this plan.) Discussions with staff will ensure their understanding of age-appropriate expectations for dating violence, bullying, etc.</p> <p>Strategy's Expected Result/Impact: 1. Implementation will be measured by sign in sheets and faculty meeting discussions. 2. Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FES will follow board policy FFG (Exhibit) Notice of Employee Responsibilities for Reporting Child Abuse and Neglect. (See policy provided in the addendum to this plan.) All staff will receive access to an electronic copy of this policy at the beginning of the school year.</p> <p>Strategy's Expected Result/Impact: 1. Implementation will be measured by sign-in sheets at faculty discussion meetings. 2. Impact will be measured by staff indicating their understanding via an acknowledgement.</p> <p>Staff Responsible for Monitoring: Leader: Counselor</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During the campus registration process, FES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs.</p> <p>Identify, address, and meet the needs of homeless and foster care students to increase attendance and to support academic needs in order to increase student achievement.</p> <p>Strategy's Expected Result/Impact: 1. Implementation will be measured by meeting notes from summer planning sessions regarding registration. 2. Impact will be measured by accurate registration process for new and returning students.</p> <p>Staff Responsible for Monitoring: Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: In collaboration with the district, FES will provide training for regular education teachers for TBSI relating to the instruction of students with disabilities.</p> <p>Strategy's Expected Result/Impact: 1. Implementation will be measured by workshop completion certificates. 2. Impact will be measured by teacher reflections submitted regarding their learning about TBSI framework.</p> <p>Staff Responsible for Monitoring: Leader: Special education lead teacher. Others involved: Special education staff and grade level lead teachers.</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: FES will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. (See policy provided in the addendum to this plan.) Staff will be trained on recognizing bullying and signs of bullying during the first four weeks of school.</p> <p>Strategy's Expected Result/Impact: 1. Implementation will be measured by training sign-in sheets. 2. Impact will be measured by staff indicating their understanding of bullying and reporting procedures via an acknowledgement.</p> <p>Staff Responsible for Monitoring: Leader: Counselor. Others involved: Principals, lead teachers, SRO</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Reading Facilitator/Interventionist and the principal will utilize online assistance from Fountans and Pinnell with research to guide Professional Dev.</p>	Formative			Summative
	Nov	Jan	Mar	June





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Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 2: Attendance is critical for student success, therefore FES will strive for 95% or better attendance each six weeks grading period.





Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: ADA reports and Academic Data from student report cards and student attendance incentives. Strategy's Expected Result/Impact: ADA reports by 6 weeks and Academic Data from student report cards each 6 weeks Staff Responsible for Monitoring: Leader: Principal Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with the Dewitt County Probation Office to implement the truancy program. Strategy's Expected Result/Impact: Parents will do a better job ensuring their students come to school daily. Increase in student attendance rate. Staff Responsible for Monitoring: Principal, Secretary, Attendance Clerk, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will teach weekly guidance classes to students and promote red ribbon week in October. Strategy's Expected Result/Impact: Students will demonstrate more confidence and have awareness of the harmful affects drugs have on the body. Staff Responsible for Monitoring: Campus Principal, Campus Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 3: The campus will continue to use the "buzz in" security system and additional phones on campus. Each visitor will check in with a photo I.D. in the front office with our Raptor system.

Evaluation Data Sources: A safer environment will be created and allow additional time to get students to safety. Phones will allow multiple ways to contact emergency responder's throughout the building. Raptor allows the campus staff to know where visitors are on campus.

Strategy 1 Details	Reviews			
Strategy 1: Training and practice drills for staff will include Emergency Responder input. Strategy's Expected Result/Impact: Safe and more secure learning environment. Staff Responsible for Monitoring: Principal Funding Sources: - Title IV, Part A SSAEP - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 4: Implement Quaver Curriculum every day in the classroom to increase student social and emotional learning

Evaluation Data Sources: Student behavior and counselor referrals

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 5: Cuero ISD has approved a COVID-19 Strong Start Plan that is available to all parents and staff.

Goal 2: Safe and Optimal Environment: Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

Performance Objective 6: The Cuero ISD Safety and Security Audit as required by Texas Education Code (TEC) 37.108 and it is due this year. To meet compliance requirements, we must have staff complete training in Digital Threat Assessment. The Texas School Safety Center is offering virtual training FREE to help districts meet compliance. At a minimum, it is recommended the following staff complete the training:

School Resource Officers

Assistant Principals

Counselors

Technology / IT Department





Evaluation Data Sources: certifications

Goal 3: Parent and Community Involvement: Cuero ISD will build positive relationships and collaboration among parents, community and staff.

Performance Objective 1: Teachers will hold virtual and face-to-face parent conferences following the 1st 6 weeks with every parent and 4th 6 weeks as needed. RtI meetings will include parents at the 1st, 2nd, 3rd, 4th, and 5th six weeks. The campus will invite all parents to a Drive through Meet the Teacher before the first day of school.

Targeted or ESF High Priority

Evaluation Data Sources: Parent Conference Logs and Documentation logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference) Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Leaders: Campus Administrators and Student service staff</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Title I, Part A - \$32,133</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: John C. French will host a Family Reading Night with Reading Stations. The Scholastic Book Fair will be open for for parents and students to attend. Stations will include games and activities that can be played at school and at home. Strategy's Expected Result/Impact: Parents will become more involved at school and at home with their child's reading. Staff Responsible for Monitoring: Principal, RtI Interventionist, Classroom Teachers, School Library Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Parent and Community Involvement: Cuero ISD will build positive relationships and collaboration among parents, community and staff.

Performance Objective 2: The campus principal created a private John C. French Facebook group to communicate with parents about school and share pictures of daily events.

Evaluation Data Sources: Number of active parents participating in the group.





Goal 3: Parent and Community Involvement: Cuero ISD will build positive relationships and collaboration among parents, community and staff.

Performance Objective 3: The campus utilizes a Remind app to communicate with parents about school events.

Goal 4: Recruit and retain highly qualified staff. (certified)

Performance Objective 1: The principal will attend at least one job fair in person or virtually to recruit teachers/staff, if needed. Additionally, the principal will provide a variety of days to show teacher and staff they are appreciated. New teachers to the campus were assigned a mentor teacher.

Evaluation Data Sources: Job Fair registration and attendance at such event by the principal. Mentor and Mentee documentation sheets. Lower percentage of turnover among J.C.F. staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will show appreciation for the current HQ staff as well as remain in communication with potential HQ replacement faculty/staff should an opening become available.</p> <p>Strategy's Expected Result/Impact: Principal log in to the application data base; communication in person, by phone and/or through e-mail with potential HQ faculty/staff candidates.</p> <p>Teacher/Staff Appreciation activities will take place year round.</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The principal will maintain a mentoring program on the John C. French Campus to teach and grow new staff.</p> <p>Strategy's Expected Result/Impact: To build strong confident teachers that will continue to return year after year.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Mentors, Mentees, Principal, Interventionist, and counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Recruit and retain highly qualified staff. (certified)





Performance Objective 2: Region 3 will provide coaching support for new teachers and those participating in the Reading Academy every other week and once a month after school.

Evaluation Data Sources: TTESS observations and walkthroughs, Student progress measured by MCLASS and BASS

Goal 5: Promote college and career readiness.

Performance Objective 1: Host a Career Day Event in which Local Businesses and Entities (Professional and Vocational) present to students about Careers and Career Choices. Make students and staff aware of their students graduation dates.

Evaluation Data Sources: Kindergarten graduation at the PAC, Pre-k and First grade awards ceremony.

Strategy 1 Details	Reviews			
<p>Strategy 1: John C. French will host a career day for students.</p> <p>Strategy's Expected Result/Impact: Students will become aware of jobs that require both college degrees and vocational training.</p> <p>Staff Responsible for Monitoring: Counselor and Career Day Committee</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will wear college shirts on Wednesdays.</p> <p>Strategy's Expected Result/Impact: Promote college awareness</p> <p>Staff Responsible for Monitoring: Principals and campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for French Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 500

Brief Description of SCE Services and/or Programs

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Personnel for French Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Krauser	Reading and Math Interventionist	NaN
Amanda Torres	aide Pre-K	NaN
Angela Fleming	Pre-K Teacher	NaN
Debra Moreno	Pre-K Teacher	NaN
Martha Martinez	aide kindergarten	NaN

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Need: Better communication between dyslexia and campus 504 coordinator

II. Student Achievement

Increase in level of reading when leaving PK, K, and First

Strengths: More students left reading on or above grade level this year in kindergarten and full day Pre-K increased the number of students reading in Pre-K

Need: More collaboration between grade level teams

Strengths: Teacher had time to lessons and did less planning at home

III. School Culture and Climate

Strengths:

Needs:

IV. Staff Quality, Recruitment and Retention

Strengths: We had only few teachers leave this year compared to the prior year

Needs: To continue the Mentoring Program and had in more time for observational hours throughout the year

V. Curriculum, Instruction and Assessment

Strengths: Book study helped teachers prepare for new curriculum

Needs: Need curriculum that aligns all that we are doing instead of do many different resources that don't align, Need curriculum that will help build better foundation skills

VI. Family and Community Engagement:

Strengths: We had lots of positive feedback from our parents about safety, security and friendly staff that cares, Color Run helped parents that don't always get involved feel welcome and apart of things, Strong PTO that brings in lots of parent volunteers

Needs: More creative ways to reach out to parents and encourage support

VII. School Context and Organization

Strengths:

Needs:

VIII. Technology

Strengths: Made use of the Remind app and District call outs and emails, Used Google Docs. for report cards and collecting schoolwide information

Needs: Teachers need to have a better understanding of how to use all that Google has to offer

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Krauser	Teacher	RTI	1.0
Angela Fleming	Teacher	PreK	1.0
Debra Moreno	Teacher	PreK	1.0
Martinez	Aide	Kinder	1.0
Torres	Aide	Prek	1.0

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$47,280.00
1	1	5			\$0.00
3	1	1			\$32,133.00
Sub-Total					\$79,413.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,200.00
Sub-Total					\$1,200.00
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,000.00
Sub-Total					\$5,000.00
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00

Addendums

John C. French Elementary School Parent Engagement Plan

1. John C. French Elementary school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance:
 - Continue small group reading programs with guest readers from Cuero ISD, our community, and parent volunteers
 - Continue Family Thanksgiving Feast
 - Continue to host Grandparents Day Breakfast
 - Continue bi-annual parent / teacher conferences
 - Continue PTO Programs, Meetings and Special Events
 - Continue Head Start transition into Pre-Kindergarten and Kindergarten
 - Doughnuts with Dad and Muffins with Mom
 - Continue to assist with PTO fundraisers

2. The John C. French Elementary school will take the following actions to involve parents in the joint development of its Campus-Level parental involvement plan under section 1118 of the ESEA:
 - Parent members on CPOC
 - Parent / Teacher Organization
 - Continue Bi-annual Parent / Teacher Conferences
 - Continue weekly teacher newsletters
 - Continue regular reminders of school events and happenings
 - Continue daily communication with parents (daily folders, discipline charts, school information)

3. The John C. French Elementary school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Continue Annual Parent Surveys
 - Parent / Teacher Organization
 - Student / Parent Orientation
 - Parent Members on CPOC
 - Bi-annual Parent / Teacher Conferences
 - Continue weekly teacher newsletters
 - Continue regular reminders of school events and happenings
 - Continue bi-annual parent conferences

4. The John C. French Elementary school will coordinate and integrate parental involvement strategies in collaboration with the following other programs:

- District-wide Parenting Meetings
- CATCH Wellness Team
- Gulf Bend Center
- MidCoast Family Services
- Region 3 Service Center

5. The John C. French Elementary school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.) The campus will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents,) its parental involvement policy.

- John C. French Elementary school annual surveys for students, parents, and teachers/staff members. Data and input received will be used for parent involvement activities, strategies, and ideas.
- Parent Communication will be sent home in English and Spanish

6. The John C. French Elementary school will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities described below:

A. The John C. French Elementary school will, with the assistance of the district, provide assistance to parents of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The state’s academic content standards
- The state’s student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child’s progress, and how to work with educators
- How to build a strong reading / math foundation for learning
- Bi-annual parent / teacher conferences
- Understanding / Reviewing Progress Reports
- How to access student’s grades and progress online
- How to understand the Pre-K an K report cards

- B. The John C. French Elementary school will with the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Bi-annual parent / teacher conferences
 - Parent Teacher Organization Program, Meetings and Special Events with Family Literacy / Math Activities
 - Open House / Meet the Teacher Night
 - Doughnuts with Dad and Muffins with Mom
 - Book Fair / Library Family Night
 - TPRI Informational Meetings
 - District-wide Parenting Meetings
 - Grandparent's Breakfast
 - Doughnut with Dad and Muffins with Mom
- C. The John C. French Elementary school will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
- Staff Development
 - Faculty Meetings
 - Teacher Memos as necessary
- D. The John C. French Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Parents As Teachers Programs. The school will also conduct other activities, such as parents resources centers, that encourage and support parents in more fully participating in the education of their children by:
- Free Transportation
 - Parent / Student Resources
 - Child Care
 - Continue Head Start transition into Pre-Kindergarten and Kindergarten
 - Continue bi-annual parent conferences
- E. The John C. French Elementary school will take the following actions to ensure that information related to the schools and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

- Continue weekly teacher newsletters
- Continue regular reminders of school events and happenings
- Continue daily communication with parents (daily folder, discipline chart, school information)
- Campus has at least one bilingual employee to assist ESL parents
- Phone and/or email Notifications
- Social Media Networks – District Website, District Facebook, Newspaper Articles
- Time Warner Cable Channel

7. ADOPTION

The John C. French Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the **Cuero Independent School District** on May, 23, 2018 and will be in effect for the period of July 1, 2018 to June 30, 2019. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2018.

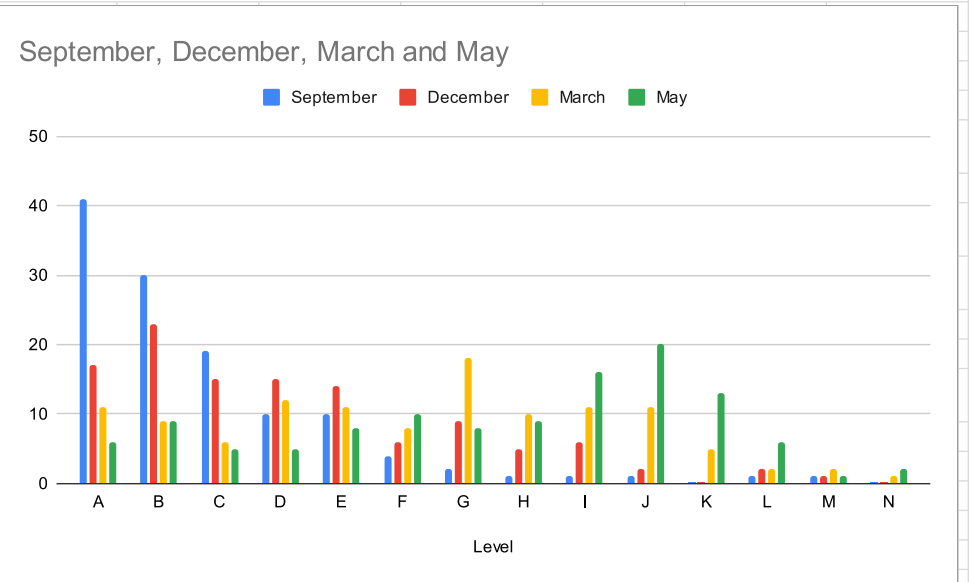
(Signature of Authorized Official)

(Date)

First grade

	Level	September	December	March	May
	A	41	17	11	6
	B	30	23	9	9
	C	19	15	6	5
On level	D	10	15	12	5
September	E	10	14	11	8
	F	4	6	8	10
On level	G	2	9	18	8
December	H	1	5	10	9
	I	1	6	11	16
On level	J	1	2	11	20
May	K	0	0	5	13
Above Level	L	1	2	2	6
	M	1	1	2	1
Above Level	N	0	0	1	2

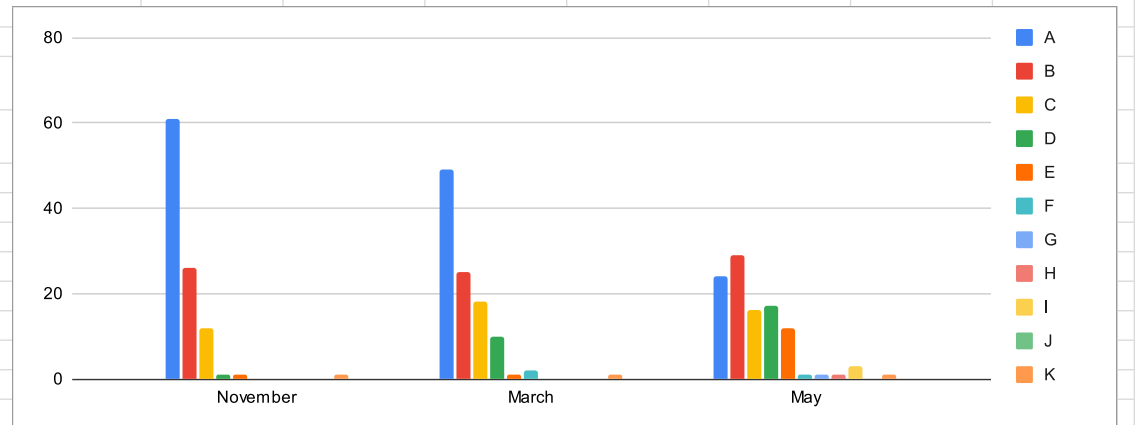
First Grade



Kindergarten

	Level	November	March	May
	A	61	49	24
On level	B	26	25	29
February	C	12	18	16
On level	D	1	10	17
March	E	1	1	12
Above Level	F	0	2	1
	G	0	0	1
Above Level	H	0	0	1
Above Level	I	0	0	3
Above Level	J	0	0	0
Above Level	K	1	1	1

Kindergarten



CUERO ISD



Strong Start Plan

On-Site Instruction

Health and Safety Protocols

Presence of Symptoms

- Each campus will designate an office or room for the nurse with sufficient space to allow for social distancing (at least 6 ft).
- When a student displays symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when the student needs to be sent home.
- Students who are ill will be removed from the classroom. Parents/guardians will be notified and should make arrangements to pick the student up within 30 minutes. After being sent home, students must meet the district defined criteria before returning to school.
- Students exhibiting mild symptoms who are able to complete work from home may engage in remote learning while absent from school.
- Staff members displaying COVID-19 symptoms will follow district protocols for separation from students and other staff members, testing and returning to work. For individual guidance, staff members should contact the CISD Risk Management or Employee Benefits offices.

Confirmed Diagnosis

- If an individual who has been in a school is lab-confirmed to have COVID-19, the school district will notify DeWitt County Health Department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in on campus activities.

Students Who Have COVID-19

As provided in this Department of State Health Services (DSHS) Rule, school systems must exclude students from attending school in person who are actively sick with COVID-19 or who have received a positive test result for COVID-19. Parents

must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19, 2 until the conditions for re-entry are met.

Students with COVID-19 may not return to school until the following criteria are met:

- i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. or;
- ii. a release from a doctor.

Students Who Are Close Contacts

From TEA

Given the data from 2020-21 showing very low COVID-19 transmission rates in a classroom setting and data demonstrating lower transmission rates among children than adults, school systems are not required to conduct COVID-19 contact tracing. If school systems are made aware that a student is a close contact, the school system should notify the student's parents. Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period. For individuals who are determined to be close contacts, the stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed. Alternatively, students can end the stay-at-home period if they receive a negative result from a PCR acute infection test after the close contact exposure ends. During the stay-at-home period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed Student Attendance Accounting Handbook (SAAH) rules.

Cuero ISD will send out notification to all individuals in a room, area, or extracurricular activity that a positive individual may have accessed.

Close contact is considered

- A. Being directly exposed to infectious secretions (IE. being coughed or sneezed without a mask or face shield) or**
- B. someone who was within 6 feet of an infected person for 15 minutes cumulatively starting from 2 days before the infected person's illness onset or 2 days prior to them being tested for COVID-19.**

Student Sent Home By Nurse

If an individual is sent home by school nurse having had symptoms that may be COVID-19 and wants to return to school:

i. obtain a medical professional's note clearing the individual for return based on an alternative diagnosis

or

ii. at least one day (24 hours) have passed since recovery (resolution of symptoms without the use of medications)

STAFF Who Have COVID-19

CDC recommends staff should stay home when they have signs of any infectious illness and be referred to their health care provider for testing and care. CDC has an added recommendation for fully vaccinated people who have a known exposure to someone with suspected or confirmed COVID-19 to be tested three to five days after exposure, regardless of whether they have symptoms.

STAFF with COVID-19 may not return to school until the following criteria are met:

i. at least ten (10) days have passed since symptoms first appeared or confirmed lab test. OR;

ii. a release from a doctor.

STAFF Who are close contacts

VACCINATED

May come to work if they have no sign or symptom. Must test every other day for ten days from contact

If symptoms arise staff must meet the following criteria to return:

i. at least ten (10) days have passed since symptoms first appeared.;OR

iii. a release from a doctor.

UNVACCINATED

If unvaccinated and confirmed close contact, employee may return to work if the following criteria are met:

- i. at least ten (10) days have passed since symptoms first appeared.;OR
- ii. Must test every other day for ten days from contact

•Face Coverings

We strongly recommend use of face coverings but CANNOT require them to be worn.

- To create a safe environment for CISD staff and students, CDC recommends face coverings. We recommend staff and students utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, cafeteria, etc.
- Facemasks/ coverings may be any color or design, but may NOT depict alcohol, tobacco, drugs, sexually-related, offensive, or inappropriate for the school setting images or language. Principals have sole discretion of what is inappropriate.

Campus Visitor Protocols

Visitor Access to Building

- In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office **without an appointment**.
- Families are encouraged to contact the office by phone rather than entering the building.
- We recommend individuals entering the building and visiting the office area to wear a face covering.

Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.

Campus Cleaning Protocols

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- Buckets of sanitizing wipes are available in each classroom and common areas to maximize room cleanliness.
- The cafeteria will be disinfected between lunch periods.
- Staff/Students will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Common Areas

- Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms and other meeting rooms.
- Virtual meetings will be utilized when possible.
- In-person meetings will be by appointment only.

Arrival and Dismissal

Arrival

- Buildings will open at 7:30 a.m., if a student enters they must report directly to their classroom.
- Visitors will not be allowed in the building during arrival, unless an appointment has been made.

Dismissal

- Campus may designate staggered dismissal groups. (for example, staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.)
- Campus-specific bus procedures will be established.

Daily Schedule

Start time: 7:55

End time: 3:35

Breakfast

- Breakfast will be served to students following the campus-specific procedures which are dependent on space, staffing and student counts.
- Breakfast/ **Brunch will be eaten in designated areas** following the campus's breakfast procedures.

Lunch

- Campuses will develop campus-specific lunch procedures dependent on space, staffing and student counts.
- Parents/Guardians are prohibited from having lunch on campus with students.
- Student's may bring their own. No food delivery to campuses.

PE/Music/Guidance/etc.

- PE classes will be conducted outdoors when possible with classroom groups separated as much as possible.
- Students will use their own art supplies.

Busing

- **We recommend** face coverings be worn during the entire bus trip.
- Students who need to ride the bus will complete a bus registration process.

Campus Events

- **We will have** Meet the teacher, open house, and parent conferences **(by appointment)**.
- **Parents will be allowed to attend class performances and assemblies.**

Intervention and Enrichment

Intervention and Enrichment through small group instruction will be scheduled for students to best meet their individual academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group instruction and digital platforms. Teachers will provide students a plan for the activity to be completed during this designated time.

Travel

In state travel, if you travel to an area with COVID-19 travel bans and believe you were exposed, to return to school you must meet the following criteria:

- Doctor's release saying you are safe to return to school or;
- COVID test confirming a negative or;
- Quarantine for 10 days or;
- Proof of vaccination

Out of state travel and believe you were exposed, to return to work you must meet the following criteria:

- Doctor's release saying you are safe to return to work or;
- COVID test confirming a negative or;
- Quarantine for 10 days or;
- Proof of vaccination

Out of country travel or cruises, to return to work you ***must*** meet the following criteria:

- Quarantine for 14 days after arrival home or;
- Release from doctor or;
- Proof of vaccination