

**Cuero Independent School District**  
**French Elementary**  
**2023-2024 Campus Improvement Plan**  
**Accountability Rating: Not Rated**

# Mission Statement



## John C. French Elementary

The mission of Cuero ISD is:

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

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

## Vision

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

## Value Statement

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



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Demographics

## Demographics Summary

The 2019 - 2020 TAPR report indicated an enrollment at John C. French Elementary of 329 students (9 in Early Childhood Education, 70 in Pre-K, 114 in Kindergarten, and 136 in First Grade), with 10% being African American, 55.3% being Hispanic, 32.5% being White and 2.1% being two or more races. Of these students, 59.3% were considered at-risk, 4.9% were English Learners, and approximately 17% of the population received Special Education services.

<b>John C. French TAPR Report 2021</b>				
Total Students	308		4.90%	
Early Childhood Education	15		21.10%	
Pre-K	65		21.10%	
Kindergarten	120		39.10%	
First Grade	108		35.10%	
African American			12.30%	
Hispanic			50.00%	
White			35.40%	
Asian			0.30%	
Two or more Races			1.90%	
Female			46.80%	
Male			53.20%	
Economically Disadvantaged	245		79.50%	
Non- Educationally Disadvantaged	63		20.50%	
Section 504	5		1.70%	
EB Students/EL	15		4.90%	
Students with Dyslexia	2		0.60%	
Foster Care	2		0.6%	
Homeless	8		2.60%	
Title I	308		100%	

<b>John C. French TAPR Report 2021</b>				
At Risk	163		52.90%	

The campus is projecting enrollment for the 2023-24 school year to be 302 students. John C. French has four Pre-k teachers with aides, six kindergarten teachers with two aides; seven first-grade teachers with two aides, one PPCD teacher with five aides, One special education teacher and one aide. one P.E. coach and an aide; one GT teacher shared with another campus and a library aide. The campus has one principal, one counselor, one RtI interventionist/ Dean of Students, two part-time interventionists, and one secretary.

**Demographics Strengths**

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

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

Our End of Year Survey indicated that our campus feels safe and provides a healthy environment for students to start their educational journey.

French provides many different opportunities to involve families, such as Meet the Teacher, Magical Mondays, Family Reading Night, Family Math Night, Grandparent's Day Luncheon, Thanksgiving Luncheon, Christmas Bazaar, Career Day, and participation in the community parade.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Our students have behavior challenges due to trauma, the pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

# Student Achievement

## Student Achievement Summary

We will continue to improve student achievement by ensuring we teach the whole child that academics, character, and relationships are equally important. We will monitor growth using our data walls and MCLASS. Students in grades Kinder and First are assessed using MCLASS. Students are screened with M-CLASS at the Beginning, Middle, and End of the Year. Students are also evaluated using BAS BOY, MOY, and EOY.

Our overall summary showed that 38 kindergarten students scored at the benchmark, and 15 kindergarten students scored above the benchmark. Overall, 48 first-grade students scored at benchmark, and 22 first-grade students scored above benchmark.

## Student Achievement Strengths

John C. French has a unique, dedicated staff that keeps student success as its primary goal. By the end of the year, students reading below grade level in kinder and first grade made significant gains and were reading above or on grade level. We continue to see growth in our teacher's ability to analyze running records, Mclass data, and BAS data to ensure students are making adequate progress in reading. Providing after-school tutorials and Tiered intervention has also contributed to student success. Incorporating an additional part-time reading interventionist has proven helpful in gaining academic success for our students in kindergarten.

JCF will work to improve targeted intervention with a new intervention design that will utilize our Mclass data and allow teachers to monitor students' progress every ten days. We project this individual, intense, and targeted intervention style will provide students with more support and increase their reading ability.

## Problem Statements Identifying Student Achievement Needs

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



# School Culture and Climate

## School Culture and Climate Summary

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

## School Culture and Climate Strengths

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

Changes in school staff and the implementation of unity goals have changed the morale of the campus and have allowed them to work diligently as a school family to ensure that all of our students are successful. Teachers do an excellent job communicating with parents at the beginning and end of the year conferences and throughout the school year. We saw an increase in the number of parents attending Rtl meetings every six weeks. We have teachers emailing, texting, and using the Remind app to communicate with parents. We have a welcoming and friendly environment at John C. French.

Teachers have found new ways to communicate with parents by sending pictures and even using social media to create groups for their classes.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

### Staff Quality, Recruitment, and Retention Strengths

All staff will be required to observe in the spring and the fall and then reflect on their observations with their mentor. Weekly staff news and the use of Google Drive allow the staff to remain well-informed about what is happening each week in each grade level. Each grade level team is given planning time to prepare lessons for the following week and collaborate on students' academic progress. We have increased our number of part-time interventionists on campus.

96% of all teachers are certified, and all teachers can participate in meaningful training that applies to the campus curriculum. John C. French has also partnered with Region 3 to help implement curriculum and good classroom management. Goodie days, birthday celebrations, social events, and faculty meetings show teacher appreciation all year.

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

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

We analyze and desegregate data (MCLASS, BAS, Circle) to drive instructional practices in the classroom. Teachers follow either the Pre-K guidelines or TEKS, following the TEKS Resource System's year at a glance (YAG) in math, social studies, and science as prepared by the Kindergarten and First-grade teachers. For ELAR, they will follow the 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 write weekly lesson plans with the TEKS and student expectations listed. They will include their modifications and accommodations for Spec. Ed. 504, ELs on their own copy of the lesson plans. Teachers will enter Rtl Tier 2 and 3 documentation into Success Ed. Teachers will keep student portfolios on every student and track progress throughout the year with anecdotal notes, BAS, progress monitoring checks, data meetings, and running records.

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

The Dyslexia Specialist provided each classroom teacher and aide with training on pronouncing phonemes correctly. The intervention team and the administration trained all staff on implementing a new intervention design to provide individually targeted instruction for each student. Students are monitored every ten days and regrouped according to their progress or lack thereof. Increased time is spent discussing student progress in our weekly PLC meetings.

## Curriculum, Instruction, and Assessment Strengths

Analyze data to identify areas of concern to adjust instructional programs to student needs.

Monitor student progress through grade-level meetings, ARDs, 504 meetings, vertical/horizontal alignment meetings, data team meetings, and Response to Intervention (RTI) teams to determine acceleration/remediation of student instruction.

Teachers can teach students more depth and rigor using the Fountas and Pinnell curriculum and spend more time developing the foundation skills.

Planning is essential each week and allows teachers to collaborate more about student success or lack thereof.

We utilize the staff development days this year to continue professional development for our curriculum and allow teachers time to collaborate and discuss student progress.

Student progress is based on our teacher data meeting notes to hold teachers accountable for their student's progress.

We hold grade-level teacher data-driven meetings to discuss student progress after the BAS and MCLASS are administered and throughout the school year.

Students in Kinder and First grade receive instruction each week in Keyboarding to adequately prepare them for the STARR test that will be administered online.

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

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

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

PTO- Parent Teacher Organization

Student Services

Magical Mondays - after-hours library events for parents and students

Campus Open for parents to join their children for lunch

Special events throughout the year

Parent Conferences BOY, MOY, and EOY

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We have difficulty getting parents to partner with us and understand the importance of education at an early age. **Root Cause:** Our parents are working to

make ends meet at home, and making education a top priority is difficult.

## School Context and Organization

### School Context and Organization Summary

John C. French has a Master Schedule for optimum instructional time throughout the school day. Our staff greets Students at the drop-off and bus lines each morning and afternoon. All staff participate in an afternoon duty of either bus or car dismissal. Instruction begins promptly at 8:00 a.m. as students start to enter the classroom and organize themselves; they also eat breakfast in their room to maximize their instructional time and teach social and emotional development. Teachers use one lesson plan format for the school year in Google Docs. Teachers in each grade level keep student portfolios and document Tier interventions in Success Ed. Teacher Data Meetings and MTSS meetings are conducted to discuss student progress. JCF offers after-school tutorials to help close instructional gaps. Interventionists, Principals, and teachers look closely at MCLASS and BAS assessments. Teachers follow YAGs for guidance and consistent alignment.

The campus provides a secure learning environment that requires all exterior doors to be locked. We have a buzz-in system for visitors to the campus and added protection on the front glass. Staff wears their badges and keys at all times while on campus or when visiting any campus or facility in the district. The Behavior Threat Assessment Team receives annual training with Texas State University. There is a campus safety binder where office staff can reference safety procedures, maps, drill prep, and reunification procedures. The campus Medical Emergency Response Team conducts practice drills and reviews emergent plans. The JCF staff is committed to ensuring our students are safe, secure, and academically successful.

### School Context and Organization Strengths

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

Teachers will have access to Fountas and Pinnell's curriculum.

Organized schedules and routines are established for the campus

Teachers will receive more feedback from admin during teacher data meetings, data digs, PLCs, and more troughs

We perform regularly scheduled safety drills

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

# Technology

## Technology Summary

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

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

## Technology Strengths

1. The district and campus classrooms are invested in technology and the ability to level the playing field and enhance and re-mediate instruction with our iPad.
2. Upgrades to our new building include flat-panel interactive television screens for the media center and the conference room.
3. iPad stations are in each classroom, as well as the library.
4. Students utilize Chromebooks to practice Keyboarding Without Tears
5. Amplify Reading
6. Multi-Media library grant will provide a 3D printer, more iPads, and stem activities for our students.



7. Our campus has received iPads and cases with keyboards for every student.
8. Teachers are provided with Technology training in the summer, and our techs find time to provide small group training on Staff Development days.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## 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


Revised/Approved: September 7, 2023



**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.







**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.

**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><b>Strategy 1:</b> MTSS intervention teacher will pull small groups of Tier 2 and Tier 3 students to improve reading and math academic performance.</p> <p>Supplement instruction with Istation, Zoo Phonics, Pre-K Learning without Tears, and RtI intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> kindergarten and first grade student reading levels as indicated on their 3rd, 4th, and 5th 6weeks report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, kindergarten teachers, RtI interventionist, first grade teacher, and pre-k teachers.</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - Title I, Part A - \$47,280</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 90% participation in the campus reading initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Leaders: Principal and Library Manager, Reading Committee</p> <p>Others involved: Teachers and Aides</p> <p><b>Title I:</b> 2.4 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by data analysis as documented in our PLC meetings.</p> <p>Impact will be measured by: running records, anecdotal notes, TPRI scores, BAS scores, and TEMI</p> <p><b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title II, Part A - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Classroom teachers will implement Fundamental 5 to help them improve the daily delivery of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement the Fundamental 5 into their instructional day.</p> <p>Walkthroughs and TTESS observations conducted by the campus principal</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				






Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by walkthroughs; progress / impact will be measured by TPRI scores, report cards, running records, BAS, and Individual teacher Data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, RtI Teacher, Support Staff</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title V, Part B</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> John C. French Elementary classroom teachers will keep ongoing portfolios on each student to show progress throughout the year and share this portfolio with the students parents at the beginning of the year and end of the year conferences. This will also include a writing portfolio with dated writing samples.</p> <p><b>Strategy's Expected Result/Impact:</b> Portfolios will display student growth, anecdotal notes, student work samples, and BAS levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, and Campus Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</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 increased academic achievement of its students.

**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 Really Great Reading, Mclass Intervention.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Workshop style teaching through new curriculum, Fountas and Pinnell, will keep students engaged and align well with the new TEKS for ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading on grade level and beyond.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, and Reading Interventionist</p> <p><b>Title I:</b> 2.4, 2.5</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 increased academic achievement of its students.

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

**High Priority**

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






**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student will show growth in reading and the number of students reading at home will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Committee members, Classroom teachers, and Principal</p> <p><b>Title I:</b> 2.5</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 increased academic achievement of its students.

**Performance Objective 4:** Teachers will receive ongoing support for the 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will show improvement in reading on and above grade level. BAS levels will progress with mClass levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 2.4</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 increased academic achievement of its students.

**Performance Objective 5:** 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 increased academic achievement of its students.

**Performance Objective 6:** We will supplement phonics instruction with Really Great Reading and Heggerty in kinder and first grade.

**High Priority**

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

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 7:** John C. French students will continue to utilize our Drum-fit program in P.E. to increase gross motor skills, fine motor skills, physical strength, coordination, and academic skills.

**Evaluation Data Sources:** Teacher observations

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 8:** Kinder and first-grade students will utilize Keyboarding Without Tears on their Ipad and Chromebooks to learn essential keyboarding skills and prepare them for online testing in third grade.

**Evaluation Data Sources:** Progress monitoring checks

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 9:** Part-time Reading Interventionists to assist with filling in our instructional gaps in reading.

**Evaluation Data Sources:** Progress on MCLASS and BAS

**Goal 1:** Improve student achievement: Cuero ISD will promote increased academic achievement of its students.

**Performance Objective 10:** Students will utilize Amplify Reading supplemental intervention in the classroom and at home.





**Evaluation Data Sources:** Progress on MCLASS and BAS













**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p><b>Title I:</b> 2.5 - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Counselor</p> <p><b>Title I:</b> 2.5 - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				










Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the campus registration process, FES will carefully evaluate the needs of all students to ensure that appropriate services, programs and resources can be quickly provided. This focus includes migrant, homeless, dyslexia, special education, GT, RTI, pregnancy-related services, and services for any other identified needs.</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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.</p> <p><b>Title I:</b> 2.5, 4.2 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In collaboration with the district, FES will provide training for regular education teachers for TBSI relating to the instruction of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Special education lead teacher. Others involved: Special education staff and grade level lead teachers.</p> <p><b>Title I:</b> 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> FES will follow board policy FFI (Local) Student Welfare-Freedom from Bullying. (See policy provided in the addendum to this plan.) Staff will be trained on recognizing bullying and signs of bullying during the first four weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Counselor. Others involved: Principals, lead teachers, SRO</p> <p><b>Title I:</b> 2.5 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Reading Facilitator/Interventionist and the principal will utilize online assistance from Fountans and Pinnell with research to guide Professional Development.</p> <p><b>Title I:</b> 2.4</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 2:** Attendance is critical for student success, therefore FES will strive for 95% or better attendance each six weeks grading period.








**Evaluation Data Sources:** PEIMS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ADA reports and Academic Data from student report cards and student attendance incentives.  <b>Strategy's Expected Result/Impact:</b> ADA reports by 6 weeks and Academic Data from student report cards each 6 weeks  <b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p><b>Title I:</b>                      2.4, 4.2                      - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partner with the Dewitt County Probation Office to implement the truancy program.  <b>Strategy's Expected Result/Impact:</b> Parents will do a better job ensuring their students come to school daily. Increase in student attendance rate.  <b>Staff Responsible for Monitoring:</b> Principal, Secretary, Attendance Clerk, and Counselor</p> <p><b>Title I:</b>                      2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselor will teach weekly guidance classes to students and promote red ribbon week in October.  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate more confidence and have awareness of the harmful affects drugs have on the body.  <b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Counselor</p> <p><b>Title I:</b>                      2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 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			
<b>Strategy 1:</b> Training and practice drills for staff will include Emergency Response input. <b>Strategy's Expected Result/Impact:</b> Safe and more secure learning environment. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title IV, Part A SSAEP - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** 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 5:** 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 parent conferences following the 1st six weeks with every parent and 4th six weeks as needed. RtI meetings will include parents at the 1st, 2nd, 3rd, 4th, and 5th six weeks.

**High Priority**

**Evaluation Data Sources:** Parent Conference Logs and Documentation logs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Leaders: Campus Administrators and Student service staff</p> <p><b>Title I:</b> 4.2</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A - \$32,133</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> John C. French will host a Family Reading Night with Reading Stations. The Scholastic Book Fair will be open for parents and students to attend.</p> <p>Stations will include games and activities that can be played at school and at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become more involved at school and at home with their child's reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, RtI Interventionist, Classroom Teachers, School Library Manager</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and distribute parent and family engagement policy.</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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

**Performance Objective 2:** We will host a family reading night in conjunction with our annual book fair to promote reading.

**Evaluation Data Sources:** Sign in Sheets

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



**Performance Objective 3:** John C. French will host a sneak peek for new pre-k and kindergarten students coming to J.C.F in the fall.





**Evaluation Data Sources:** Sign in Sheets

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

**Performance Objective 1:** When positions are open at John C. French 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 teachers and staff they are appreciated.

**Evaluation Data Sources:** Job Fair registration and attendance at the such event by the principal.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The principal will show appreciation for the current HQ staff as well as remain in communication with potential HQ replacement faculty/staff should an opening become available.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p><b>Title I:</b> 2.4, 2.5 - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The principal will encourage a mentoring program on the John C. French Campus to teach and grow new staff.</p> <p><b>Strategy's Expected Result/Impact:</b> To build strong confident teachers that will continue to return year after year.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher Mentors, Mentees, Principal, Interventionist, and counselor</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will observe over teachers on campus and complete an observation notes page.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will better understand the expectations in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Dean of Students.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Region 3 will train staff for Teach Like a Champion and conduct follow-up observations.













**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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> John C. French will host a career day for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of jobs that require both college degrees and vocational training.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Career Day Committee</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will wear college shirts on Wednesdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote college awareness</p> <p><b>Staff Responsible for Monitoring:</b> Principals and campus staff</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Promote college and career readiness.

**Performance Objective 2:** We will host kindergarten graduation and awards ceremonies for all students on campus at the end of the school year to recognize their academic achievements.

**Evaluation Data Sources:** Sign in Sheets

# State Compensatory

## Budget for French Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 300.5

### 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>
Angela Fleming	Pre-K Teacher	NaN
Debra Moreno	Pre-K Teacher	NaN
Martha Martinez	aide kindergarten	NaN
Veronica Rios	Reading Intervention	0.5



# Title I

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

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Fleming	Teacher	PreK	1.0
Debra Moreno	Teacher	PreK	1.0
Martinez	Aide	Kinder	1.0
Veronica Rios	Teacher	RTI	1.0

# Academic Excellence Improvement Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Bauer	Principal
Classroom Teacher	Alexis Cooper	Pre-K teacher
Classroom Teacher	Angela Fleming	Pre-K teacher
Classroom Teacher	Jamie Sims	Kindergarten teacher
Classroom Teacher	Denise Wanjura	First grade teacher
District-level Professional	Crystal Hamilton	Special Ed. Director
Business Representative	Jessie Lemke	Dewitt Poth
Non-classroom Professional	Veronica Rios	Dean of Students/Interventionist
Business Representative	Brandon Cowey	Dewitt Poth
Community Representative	Sharon Deberry	Community Member
Classroom Teacher	Kim Purdy French	Special Education teacher
Classroom Teacher	Debra Moreno	Pre-K teacher
Classroom Teacher	Sally Leinen	Kindergarten teacher
Classroom Teacher	Shari Hale	Kindergarten teacher
Classroom Teacher	Jennifer Blank	Kindergarten teacher
Classroom Teacher	Jena Nething	Kindergarten teacher
Classroom Teacher	Emmalee Donovan	First grade teacher
Classroom Teacher	Shela Tucker	First grade teacher
Classroom Teacher	Tina Welch	First grade teacher
Classroom Teacher	Laura Veth	First grade teacher
Classroom Teacher	Lourdes Saenz	First grade teacher
Community Representative	Kayla Pickett	Community Member

# 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
<b>Sub-Total</b>					<b>\$79,413.00</b>
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,200.00
<b>Sub-Total</b>					<b>\$1,200.00</b>
Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

# **John C. French Elementary Family Engagement Plan 2023**

## **Introduction**

John C. French Elementary is focused on empowering families to support the early learning and development of children and by providing families educational opportunities and resources to ensure lifelong success.

John C. French will establish family engagement strategies that are based on best practices research to support student learning, achievement and family well-being. These practices are proven to demonstrate positive short-term and long-term outcomes for early childhood education.

### **A. Facilitated family-to-family support using strategies such as:**

- Activities building positive and productive relationships where families can learn from each other.
- Provide a safe environment at each campus to promote family engagement, considering the different barriers that hinder family involvement. (“Meet the Teacher and Family Nights, Color Run, Thanksgiving Lunch, PTO, Christmas Bizarre, and Painting Night Sneak Peak to Pre-k and Kindergarten.)
- Assist families at the beginning of the year face to face conferences in understanding the academic requirements and supports we can offer students to help them in obtaining their goals.

### **B. Establishing a network of community resources using strategies such as:**

- Cuero and Victoria support our students with certificates from local businesses. McDonalds, Sonic, Buschs Chicken, and Whataburger, U and I donuts.
- Other Partners that support our school: Education Foundation, HEB, Walmart, Cuero Lions Club, Dewitt Coop, Keep Cuero Beautiful, Dewitt County Agrilife, and Full-of- Pep, Farmers Insurance, and State Farm Insurance.
- Cuero Police Department and DPS troopers, Dewitt County Sheirff’s office

### **C. Increase family participation in decision-making using strategies such as:**

- Families will be given the opportunity to give input on campus climate surveys, at the end of the year, surveys about future programs, surveys about their needs, surveys about family engagement, etc.
- Parents will be included in the DPOC, as well as CPOC
- SHAC (School Health Advisory Council)
- Fall and Spring Title One Meetings
- PTO Committee Meetings

### **D. Equip families with tools to enhance and extend learning using strategies such as:**

- Family Engagement Reading Night provides developmentally appropriate activities to utilize at home.
- Individual family conferences at the of the beginning of the year and the end of the year
- Magical Mondays- Extended hours with special programs in the library and access to the School Services
- Literacy Bags provided to every student at John C. French to promote summer literacy

- Literacy Camps in the summer

**E. Assist staff in developing skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies such as:**

- Teacher observing teachers
- Handwriting Without Tears training
- Teacher data meetings
- Weekly PLCs
- Team discussion and planning
- Reading Academy
- MTSS support from Region 3

**F. Evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:**

- Set child-centered goals with parents
- Family engagement goals in the Campus Improvement Plans
- The district will survey parents annually on the effectiveness of their child's grade experience and parent involvement opportunities
- Evaluate programs annually within the district curriculum staff

**Conclusion**

In conclusion, the John C. French Elementary hopes to use this Family Engagement Plan to promote shared responsibility to increase and enhance the collaboration of staff with parents. All efforts will be focused on improving the education of all students in an innovative way that will help them become lifelong learners who will be successful.

**G. ADOPTION**

The John C. French Elementary Parental and Family Engagement Plan 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 16, 2023\_\_\_\_\_ and will be in effect for the period of July 1, 2022 to June 30, 2023. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2023.

Jennifer Bauer

*(Signature of Authorized Official)*

*Campus Principal*

7-28-2023

*(Date)*

**John C. French Elementary**  
**School / Parent / Student Partnership Pledge**

The staff of John C. French Elementary has formed a partnership with its students and their parents/guardians to facilitate student learning for improved student achievement and the attainment of the State's high academic standards.

**The staff of John C. French Elementary pledge to:**

- Provide a safe and supportive environment for children to learn  
Utilize the Raptor Security System for all school visitors
- Provide high quality curriculum tied to the State's student performance standards
- Provide qualified faculty and staff to ensure high-quality instruction and support
- Strive to identify and address students' unique needs
- Communicate regularly with parents on their student's progress and needs  
Teacher Memos to Parents; Skylert, Family Access; Report Cards; Bi-Annual Parent/Teacher Conferences
- Involve parents in decisions relating to the education of their children

**Parents/Guardians pledge to:**

- Provide a safe and supportive environment for children to grow and develop
- Send students to school on time and prepared to learn
- Encourage student learning by monitoring student's homework
- Visit school often and participate in school activities including:  
Open House, Parent/Teacher Conferences, Parent Teacher Organization, and other related activities
- Work closely with the classroom teacher(s) to ensure the success of their student
- Adhere to school rules and provide direction to their student in same
- Take a stand against alcohol and drug abuse

**Students pledge to:**

- Be active participants in their own learning
- Be responsible learners
- Complete all class work and homework
- Follow school rules
- Attend school regularly
- Promote school safety

**Signatures:**

**Principal:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_