

# **Cuero Independent School District**

## **French Elementary**

**2019-2020**

# 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

## Demographics

### Demographics Summary

John C. French services EE, pre-k, kindergarten and first grade students. We are a feeder school to Hunt Elementary the second- fifth grade campus. Our enrollment for the 2017-18 school year consisted of of 320 students. John C. French has four highly qualified pre-k teachers with three aides, six kindergarten teachers with two aides, six first grade teachers, with two aides, one PPCD teacher with two aides and two LVNs, one motor lab coach, one P.E. coach, fine arts aide, and library aide. The campus has one principal, one counselor, an RtI interventionist, and one secretary. John C. French is a Title I campus.

Our demographic concerns:

There is a growing population of special education students and students that demonstrate a lack of exposure to school or anything outside of their home.

There is a need for professional development to address students with different cultures and ethnic backgrounds.

Three out of every twenty students struggles with adjusting behaviorally to a school setting.

### 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

# Student Academic Achievement

## Student Academic Achievement Summary

John C. French is a pre-k- first grade campus responsible for the foundation skills students need to be successful once they reach the 2nd-5th grade Hunt Elementary campus. Achievement data is disaggregated by campus administrator, campus interventionist and instructional staff. Data is reviewed for individual students, classrooms, grade levels, and as a campus. Data is reviewed for areas of strength and weaknesses from each individual student to the campus as a whole.

This process is facilitated through grade level meetings. DRA was administered twice during the 2018-19 school year for kindergarten and three times for first grade along with TPRI. Pre-K students were assessed using CLI Engage for Math and Social Emotional Development three times during the 2018-19 school year.

Attendance at the Pre-K, Kindergarten, and First grade falls upon the parent (more than the student). Thus parents need to be educated regarding the importance and potential legal ramifications for chronic absenteeism. Attempts to educate parents include notes, home visits, personal phone contact, one on one conferences, Fall & Spring parent-teacher conferences, weekly newsletters, Skylert call out system. We have also partnered with the Dewitt County Probation Office to implement a truancy program that helps parents better understand the requirements and encourages them to get their child to school.

## Student Academic Achievement Strengths

Pre-K students attended full day pre-k in 2018-2019 and the students showed significant academic and social growth. We were able to recognize several students in front of our Cuero ISD School Board as readers.

Our parents became more informed and aware of the attendance guidelines and the importance of attending school each day.

Our EL parents were more comfortable at school and were open to attending parent involvement activities after school and had a better understanding of what was expected of their child academically.

The district overall received an Academic Rating of B.

# School Processes & Programs

## School Processes & Programs Summary

John C. French has a Master Schedule which allows for optimum instructional time throughout the school day. Professional staff participates in morning duty on a weekly rotational basis and all support staff participate in morning duty on a daily basis. All staff participate in afternoon duty of either bus or car dismissal on a daily basis. Instruction begins promptly at 8:00 a.m. as students begin to enter the classroom and organize themselves. Pre-K students eat breakfast in their room to maximize their instructional time and teach social and emotional development. Teachers will all use one lesson plan format for the 2019-2020 school year in Google Docs and we will utilize PLC documentation sheets that are similar to the ones Hunt Elementary uses on the 2nd- 5th grade campus to become better aligned. Fundamental Five will be visible in all classrooms and noted in the campus lesson plans. SLO's will all be placed in DMAC with our TTESS evaluations. Teachers in each grade level will keep student portfolios and document Tier interventions in Success Ed. Teacher Data Meetings and RtI meetings will be held each six weeks to discuss student progress. Data Digs will be conducted after TPRI, and BAS assessments. Teachers will follow the TEKS Resource System YAG for guidance and consistent alignment.

## School Processes & Programs Strengths

The adoption of new curriculum has motivated our teachers to teach from the TEKS and present content in workshop style that is more engaging and inviting to all types of learners.

The Guided Reading book study helped teachers have a better understanding of how our new curriculum would be presented in the classroom. The new curriculum is streamlined with the state standards and allows for teachers to have all the needed resources to teach with fidelity.

The hiring of a new Dean of Discipline is allowing the principal to oversee the launch of the new curriculum and hold teachers and staff accountable by being in the classroom more throughout the day.

# Perceptions

## Perceptions Summary

John C. French will move into year three 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 2019-2020 school year.

A new mentoring program for the 2018-2019 school year has helped to relief frustration for new teachers and a new "Pairing up for Success" plan has been created to help boost teachers and staff moral by encouraging teachers to get to know others that aren't on their immediate team. The campus staff turnover decreased significantly. We will continue the teacher mentoring program with some small changes.

John C. French will continue to work on maintaining 20 office referrals or less each six weeks for the 2019-2020 school year. We will implement a new five phase discipline flow chart to help teacher determine what constitute an office referral an what should be handled in class. Our special ed. team will present to teachers on how to react to students in crisis and we added an additional Dean of Discipline to over see the discipline on the campus and allow the campus principal to concentrate on classroom instruction.

Our school counselor will be implementing guidance curriculum this year and she will work with all classroom teachers at the beginning of the year to set up and teach them how to use a cool down zone in their classroom. This will help to prevent the loss of instructional time and prevent small issues from escalating into massive interruption.

Teachers and Staff survey results expressed lots of concern about the reduction in classroom aides in pre-k. We have been able to free up others on campus throughout the day to provide them with more support.

We will continue to have all visitors present official I.D. and sign in at the office. We had an excellent response from our parents about the way we promote safety on the campus with consistency.

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

Cuero ISD continues to work to improve the compensation package for all employees when compared to our regional counterparts of similar size and demographics. When positions become available at John C. French Elementary, we work diligently to fill the positions with the most highly qualified individuals for the job.

Local and regional advertising as well as the Cuero ISD website, Region III, and TASANET are also utilized. The principal attends local and regional job fairs, as needed. We start reviewing applicants as early as March so we can start filling positions. For the 2019-20 school year the campus had two teachers retire and 2 resign compared to the large amount of turn over the year before.

Our campus would benefit from hiring a more diverse population of teachers, however we do not have many applicants that match this criteria.

## **Perceptions Strengths**

John C. French Elementary works to promote the great things happening on campus by utilizing the district website, Facebook, Remind 101 and emails, The Cuero Record and informational fliers sent home with students in their daily folder. Each grade level sends home newsletters and weekly behavior charts to each child's family on a daily bases. Parents are more involved and informed about RtI and parents are invited to attend all meetings about the placement of their child in the Tiers.

We will have more male teachers on the campus for the 2019-20 school year.

French partners with surrounding community businesses to build a school community garden and provide attendance incentives for our students. We host Grandparent's Day Breakfast, Thanksgiving Lunch, Christmas Bazaar, Math and Reading nights, Book Fairs, Movie Night and a Color Run to promote parent involvement. We also conference with parents face to face at the beginning of the year and again at the end of the year. Parents are encouraged to attend RtI meetings and receive phone calls throughout the year about their child's progress.



# 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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 Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data

## **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

Revised/Approved: November 05, 2015



## 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.

**Evaluation Data Source(s) 1:** End of Year: TPRI, BAS; ISTATION, CLI ENGAGE; Progress on 6 weeks report card, anecdotal notes, running records, student portfolio and journals.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RtI intervention teacher will pull small groups of Tier 2 and Tier 3 students to improve reading and math academic performance.  Supplement instruction with Istation, Zoo Phonics, Pre-K Learning without Tears, and RtI intervention.		Principal, kindergarten teachers, RtI interventionist, first grade teacher, and pre-k teachers.	kindergarten and first grade student reading levels as indicated on their 3rd, 4th, and 5th 6weeks report cards.				
<b>Funding Sources:</b> Title I, Part A - 47280.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leaders: Principal and Library Manager, Reading Committee  Others involved: Teachers and Aides	90% participation in the campus reading initiatives.				
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.  Plan differentiate instruction for all of our students that are already meeting their goals and require a higher level of instruction.			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				
<b>Funding Sources:</b> Title II, Part A - 1200.00							
4) Classroom teachers will implement Fundamental 5 to help them improve the daily delivery of instruction.		Campus Principal	Teachers will implement the Fundamental 5 into their instructional day.  Walkthroughs and TTESS observations conducted by the campus principal				
<p><b>Comprehensive Support Strategy</b>            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>		Principal, Classroom Teachers, RtI Teacher, Support Staff	Implementation will be measured by walkthroughs; progress / impact will be measured by TPRI scores, report cards, running records, BAS, and Individual teacher Data meetings.				
<b>Funding Sources:</b> Title I, Part A - 0.00, Title V, Part B - 0.00							
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.		Classroom teachers, Interventionist, and Campus Principal	Portfolios will display student growth, antidotal notes, student work samples, and BAS levels.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**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.

**Evaluation Data Source(s) 2:** Progress monitoring: BAS, CLI ENGAGE, TPRI, running records, anecdotal notes , running records and 6 weeks report cards, Learning Without Tears Journals and Handwriting books.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Workshop style teaching through new curriculum, Fountous and Pinnell, will keep students engaged and align well with the new TEKS for ELAR.		Principal, Classroom Teachers, and Reading Interventionist	Students reading on grade level an beyond.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

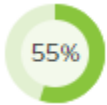
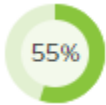




**Goal 1:** Improve student achievement: Cuero ISD will promote student achievement by providing a well balanced, rigorous, and differentiated instructional programs.

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

**Evaluation Data Source(s) 3:** Increase in the number students reading independently and with their family at home. "Red Folder" reading logs.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Committee members, Classroom teachers, and Principal	Student will show growth in reading and the number of students reading at home will increase.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



**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 Source(s) 4:** Increase in student' reading performance across the grade levels.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Campus Principal	Students will show improvement in reading on and above grade level. BAS levels will progress with TPRI levels.				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

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

**Performance Objective 5:** Teachers will receive sets of guided reading books to supplement daily instruction.

**Evaluation Data Source(s) 5:** TTESS, Walkthroughs, Guided Reading Levels, BAS

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will provide stronger guided reading lessons with resources from Fountas and Pinnell.		Principal observations and walkthroughs, BAS, TPRI	Increase in the reading progress across the grade levels.				
<b>Funding Sources:</b> Title I, Part A - 1410500.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 6:** Pre-K teachers will attend Pre-K conference February 10th and 11th to enhance their classroom instruction and stay up to date with the Pre-K Guide Lines.

**Evaluation Data Source(s) 6:** Teacher observation, CLI evaluation, Istation.

**Summative Evaluation 6:**






## 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 Source(s) 1:** 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.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leader: Principal	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><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leader: Counselor	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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leader: Principal. Others involved are Special Education Lead Teacher and Counselor.	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><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leader: Special education lead teacher. Others involved: Special education staff and grade level lead teachers.	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><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>            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>		Leader: Counselor. Others involved: Principals, lead teachers, SRO	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.				
6) Reading Facilitator/Interventionist and the principal will utilize online assistance from Fountans and Pinnell with research to guide Professional Dev.							
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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 Source(s) 2:** PEIMS data

**Summative Evaluation 2:**


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

**Summative Evaluation 3:**



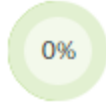

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training and practice drills for staff will include Emergency Responder input.		Principal	Safe and more secure learning environment.				
<b>Funding Sources:</b> Title IV, Part A SSAEP - 5000.00							
							

**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:** Star Students will be announced each Monday and rewarded with an ice-cream party on Friday to encourage students to have good behavior, exhibit leadership qualities and follow school expectations.

**Evaluation Data Source(s) 4:** List of students exhibiting the skills to be chosen as star student of the weeks. Pictures of star students are displayed in our school display case.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Display Star Students pictures in the display case and continue to teach social and emotional expectations.	2.4	Counselor, Teacher, Principal	Behavior				
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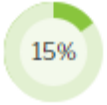






**Goal 2: Safe and Optimal Environment:** Cuero ISD will promote safe and orderly environments and facilities to further 21 century learning skills implementation.

**Performance Objective 5:** Implement Second Step Guidance Curriculum to increase student social and emotional learning

**Evaluation Data Source(s) 5:** Student behavior and counselor referrals

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Mrs. Braden will use the curriculum in Guidance lessons to encourage students to have a strong sense of self confidence at an early age.		Mrs. Braden and Classroom Teachers	Students will understand their feelings and learn how to better adjust socially.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 6:** John C. French Elementary PTO is donating shades for the playground area. To shield students from the harsh sun and heat allowing students to make better use of their allotted recess time.

**Evaluation Data Source(s) 6:** Observation, student, parent and teacher feedback

**Summative Evaluation 6:**





### 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 in-person 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 Meet the Teacher before the first day of school. PTO will host numerous parent, community, and staff joint events such as: Math Night, Reading Night, Grandparents' Day Breakfast, Thanksgiving Luncheon, Christmas Program/Bazaar, and numerous student performances at PTO meetings. At the end of the school year each student will receive a literacy bag for summer practice.

**Evaluation Data Source(s) 1:** Parent Conference and Event Sign-In Sheets

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)		Leaders: Campus Administrators and Student service staff	Sign-in sheets				
<b>Funding Sources:</b> Title I, Part A - 32133.00							
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.		Principal, RtI Interventionist, Classroom Teachers, School Library Manager	Parents will become more involved at school and at home with their child's reading.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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


**Performance Objective 1:** The principal will attend at least one job fair to recruit teachers/staff, if needed. Additionally, teacher and staff appreciation throughout the year will be ongoing. A. new mentoring program will be implemented for newly hired staff. Teachers will participate peer observations on the campus. Teacher Data meetings will be conducted each six weeks to ensure teacher feel confident in implementing new curriculum for students.


**Evaluation Data Source(s) 1:** 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.


### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.		Leader: Principal	Principal log in to the application data base; communication in person, by phone and/or through e-mail with potential HQ faculty/staff candidates.  Teacher/Staff Appreciation activities will take place year round.				
2) The principal will maintain a mentoring program on the John C. French Campus to teach and grow new staff.		Classroom Teacher Mentors, Mentees, Principal, Interventionist, and counselor	To build strong confident teachers that will continue to return year after year.				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue


## 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 Source(s) 1:** Kindergarten graduation at the PAC, Pre-k and First grade awards ceremony.

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) John C. French will host a career day for students.		Counselor and Career Day Committee	Students will become aware of jobs that require both college degrees and vocational training.				
2) Students will wear college shirts on the 2nd Wednesday of each month.		Principals and campus staff	Promote college awareness				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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.
1	1	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.
2	1	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.
2	1	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.
2	1	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. 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.
2	1	4	In collaboration with the district, FES will provide training for regular education teachers for TBSI relating to the instruction of students with disabilities.
2	1	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.
2	2	1	ADA reports and Academic Data from student report cards and student attendance incentives.
3	1	1	Provide opportunities for parental involvement and training (Region 3 Parental Involvement Conference)
4	1	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.
5	1	1	John C. French will host a career day for students.

# State Compensatory

## Personnel for French Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Krauser	Reading and Math Interventionist	RtI	100%
Amanda Torres	aide Pre-K		100%
Angela Fleming	Pre-K Teacher		100%
Debra Moreno	Pre-K Teacher		100%
Martha Martinez	aide kindergarten		100%

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 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

# Academic Excellence Improvement Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Brittany Braden	Counselor
Administrator	Jennifer Bauer	Principal
Classroom Teacher	Patrick Crain	Classroom Teacher Motor Lab
Classroom Teacher	Alexis Cooper	Pre-K teacher
Classroom Teacher	Angela Fleming	Pre-K Teacher
Classroom Teacher	Garet Pustka	P.E. Coach
Classroom Teacher	Krista Cornett	Kindergarten Teacher
Classroom Teacher	Denise Wanjura	First Grade Teacher
District-level Professional	Karen Linscomb	Special Ed. Director
Parent	Bethany McBride-Hobbs	Parent
Business Representative	Jaclyn Cox	Farm Bureau
Community Representative	Tyler McClellan	Edwards Jones
Parent	Kim Starkey	Parent
Student Services	Kelly Blakwell	Student Services Parent Liason
Student Services	Dawn Green	Student Services Parent Liaison
Classroom Teacher	Julianna Sheeran	Kinder -Teacher
Business Representative	Brandon Cowey	Dewitt Poth

# Campus Funding Summary

<b>Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$47,280.00
1	1	5			\$0.00
1	5	1			\$1,410,500.00
3	1	1			\$32,133.00
<b>Sub-Total</b>					<b>\$1,489,913.00</b>
<b>Title II, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,200.00
<b>Sub-Total</b>					<b>\$1,200.00</b>
<b>Title IV, Part A SSAEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
<b>Title V, Part B</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$1,496,113.00</b>

# 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.

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(Signature of Authorized Official)

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(Date)