

**Cuero Independent School District**  
**French Elementary**  
**2020-2021 Campus Improvement Plan**

**Public Presentation Date:** September 21, 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

## Needs Assessment Overview

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

Students reading below grade level in first grade made significant gains and were reading above or on grade level in March before we transitioned to remote learning. Teachers were becoming acquainted with the new workshop style of teaching. We were able to see growth in our teachers ability to analysis what was keeping students from moving forward to the next reading level. Teachers were conducting more quick informative assessments and gathering more data on students. They began to embrace their note taking skill and created more efficient ways to collect data. Teachers were able to communicate to parents exactly what they could focus on to help their child increase their reading abilities.

# Demographics

## Demographics Summary

Enrollment for the 2019-2020 school year consisted of 340 students. John C. French has four highly Pre-k teachers with aides, and six kindergarten teachers with two aides, six first grade teachers, with two aides, one PPCD teacher with three aides and one LVNs, one motor lab coach, one P.E. coach, fine arts aide, and library aide. The campus has one principal, one counselor, one RtI interventionist, and one secretary. The campus transitioned to remote learning in March and our teachers and staff worked hard to reach out to students through Facebook groups, Zooms, and packet pickups at the campus.

## Demographics Strengths

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

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

Student to teacher ratios are 20 to 1

Instructional aides provide extra support for teachers and students.

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

## Problem Statements Identifying Demographics Needs

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

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

# Student Learning

## Student Learning Summary

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. BAS was administered twice during the 2019-2020 school year for kindergarten first grade along with TPRI twice for both grades. Pre-K students were assessed using CLI Engage for Math and Social Emotional Development two times during the 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, Dashboard 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. Our School Service team helped with meetings this year and home visits.

## Student Learning Strengths

Pre-K students attended full day pre-k in and the students showed significant academic and social growth.

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.

We were beginning to see an increase in the number of students reading on grade level and our data gave a more clear picture of the students.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We did not get to complete our year on campus face to face and see our curriculum through to end of the year. **Root Cause:** Instruction was

interrupted by COVID-19.



# 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 use one lesson plan format in Google Docs and we utilize PLC Agendas to help manage productivity during the PLC meeting. Fundamental Five is visible in all classrooms and noted in the campus lesson plans. SLO's are placed in Google Docs for easy access. Teachers in each grade level keep student portfolios and document Tier interventions in Success Ed. Teacher Data Meetings and RtI meetings are held each six weeks to discuss student progress. Data Digs are conducted after TPRI, and BAS assessments. Teachers follow the TEKS Resource System YAG for guidance and consistent alignment.

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We did not get to finish an entire year with our new curriculum. **Root Cause:** COVID-19

# 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 and the 2020-2021 school year. A "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 lost some teacher, but gained several experineced teachers.

John C. French will continue to work on maintaining 20 office referrals or less each six weeks for the school year. We will continue to implement a five phase discipline flow chart to help teacher determine what constitute an office referral an what should be handled in class.

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.

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 started reviewing applicants as early as March so we could start filling positions.

John C. French has a rich history of community and family support. The businesses, churches, civic clubs and neighbors support the children of the school. Second and third generations proudly boast of having attended Cuero ISD.

## 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.

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.

Due to COVID-19 we did not get to host all of our parent involvement activities. Teachers communicated with students and their family's by phone, Zoom meetings, Facebook groups, and mail to ensure they had the support they needed to complete their assignments. Our counselor also reached out to parents and teachers to provide emotional support as needed. The principal started a Facebook group for parents to post photos of their children and share information and updates about school. This was productive it was decided that it would be carried over into the new school year in the fall.

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

### **Problem Statements Identifying Perceptions Needs**

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

# Priority Problem Statements

**Problem Statement 1:** We did not get to complete our year on campus face to face and see our curriculum through to end of the year.

**Root Cause 1:** Instruction was interrupted by COVID-19.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- 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

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

# Goals





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

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

**Targeted or ESF High Priority**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RtI intervention teacher will pull small groups of Tier 2 and Tier 3 students to improve reading and math academic performance.</p> <p>Supplement instruction with Istation, Zoo Phonics, Pre-K Learning without Tears, and RtI intervention.</p> <p><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>Funding Sources:</b> - Title I, Part A - \$47,280</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> 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>Comprehensive Support Strategy - 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. Impact will be measured by: running records, antidotal notes, TPRI scores, BAS scores, and TEMI</p> <p><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>
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>	<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>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A, - Title V, Part B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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, antidotal notes, student work samples, and BAS levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, and Campus Principal</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;"> <div style="text-align: center;"> <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;"> <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;"> <p>Continue/Modify</p> </div> <div style="text-align: center;"> <p>Discontinue</p> </div> </div>				








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

**Performance Objective 2:** Increase of students reading on and above grade level through the use of shared reading, interactive reading, independent reading, guided reading, and writing, and handwriting with the use of Fountas and Pinnell and Snapwords.

**Targeted or ESF High Priority**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Workshop style teaching through new curriculum, Fountous 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 an beyond.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, and Reading Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 <p>No Progress</p>	 <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>	










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

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

**Targeted or ESF High Priority**

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

**Summative Evaluation:** Met 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>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 Sources:** Increase in student' reading performance across the grade levels.

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

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 TPRI levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 <p>No Progress</p>	 <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>	

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

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

**Evaluation Data Sources:** BAS, Teacher Observations

**Summative Evaluation:** Met Objective

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

**Performance Objective 6:** Professional Development for MTSS (RtI) in the areas of progress monitoring, organization of framework, tools to start and maintain framework with Dr. Andrea Ogonosky

**Evaluation Data Sources:** Principal observation of Interventionist, data from MTSS

**Summative Evaluation:** Met Objective

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

**Performance Objective 7:** The classroom teachers will receive virtual training for SeeSaw and receive their Pioneer Certification. (First step in SeeSaw training.)

**Evaluation Data Sources:** Teacher use of SeeSaw in the classroom and for remote learning.

**Summative Evaluation:** Met Objective

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

**Performance Objective 8:** The campus will use SeeSaw platform for remote learners and in the classroom for reading stations.

**Evaluation Data Sources:** Student Journals in SeeSaw, T-TESS observation in the classroom

**Summative Evaluation:** Met Objective

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

**Performance Objective 9:** Professional Learning Committees will be scheduled every three weeks for teachers to properly plan for remote learning and face to face instruction.

**Evaluation Data Sources:** Principal observation and sign in sheets

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

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

**Performance Objective 10:** Teachers will utilize Snapwords to teach sight words to students.

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



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

**Performance Objective 11:** We will purchase Drum Fit for our PE classes.

**Evaluation Data Sources:** teacher evaluation and walkthroughs/student performances

**Summative Evaluation:** Met Objective

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

**Performance Objective 12:** We will supplement phonics instruction with Really Good Reading in kinder and first grade.

**Targeted or ESF High Priority**

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

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

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

**Performance Objective 13:** The teachers will use supplemental reading materials to make stations during guided reading more engaging and hands-on.

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





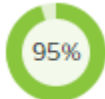



**Summative Evaluation:** No progress made toward meeting Objective












**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.

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

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>- Comprehensive Support Strategy - 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>- Comprehensive Support Strategy - 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>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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>- Comprehensive Support Strategy - Additional Targeted Support Strategy</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> 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>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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 Dev.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>






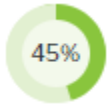







						
 No Progress	 Accomplished	 Continue/Modify	 Discontinue			

**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 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

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









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  <b>Comprehensive Support Strategy - 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 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>	<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>	<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;"> <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 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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Training and practice drills for staff will include Emergency Responder input. <b>Strategy's Expected Result/Impact:</b> Safe and more secure learning environment. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - Title IV, Part A SSAEP - \$5,000	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 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 Sources:** 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:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Display Star Students pictures in the display case and continue to teach social and emotional expectations. <b>Strategy's Expected Result/Impact:</b> Behavior <b>Staff Responsible for Monitoring:</b> Counselor, Teacher, Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math	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 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 Quaver Curriculum every day in the classroom to increase student social and emotional learning

**Evaluation Data Sources:** Student behavior and counselor referrals

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mrs. Braden will use the curriculum in Guidance lessons to encourage students to have a strong sense of self confidence at an early age.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand their feelings and learn how to better adjust socially.</p> <p><b>Staff Responsible for Monitoring:</b> Mrs. Braden and Classroom Teachers</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;"> <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 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:** Phones were added to each classroom

**Evaluation Data Sources:** Teacher call logs

**Summative Evaluation:** Met Objective

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

**Summative Evaluation:** Exceeded Objective

**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 8:** John C. French will display posters to encourage students to follow safety protocols at school and home to protect themselves and others from COVID-19.

**Summative Evaluation:** Met Objective

**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 9:** 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

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

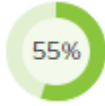
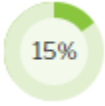






**Goal 3: Parent and Community Involvement:** Cuero ISD will build positive relationships and collaboration among parents, community and staff.

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

**Targeted or ESF High Priority**

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

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

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>Comprehensive Support Strategy - 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 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, Rtl Interventionist, Classroom Teachers, School Library Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** Teachers will contact remote learners to check in with them and ensure they are completing their online learning.

**Evaluation Data Sources:** Documentation Log

**Summative Evaluation:** Met Objective



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

**Performance Objective 3:** The campus principal created a private John C. French Facebook group to communicate with parents about school and share pictures of daily events.

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












**Summative Evaluation:** Met Objective

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

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

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

**Summative Evaluation:** Met Objective










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 - Comprehensive Support Strategy - 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> The principal will maintain 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>	<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;"> <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 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:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> John C. French will host a career day for students.  <b>Strategy's Expected Result/Impact:</b> Students will become aware of jobs that require both college degrees and vocational training.  <b>Staff Responsible for Monitoring:</b> Counselor and Career Day Committee  <b>Comprehensive Support Strategy</b></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.  <b>Strategy's Expected Result/Impact:</b> Promote college awareness  <b>Staff Responsible for Monitoring:</b> Principals and campus staff</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;"> <div style="text-align: center;">               No Progress         </div> <div style="text-align: center;">               Accomplished         </div> <div style="text-align: center;">               Continue/Modify         </div> <div style="text-align: center;">               Discontinue         </div> </div>				

# State Compensatory

## 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

# 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>
<b>Grand Total</b>					<b>\$85,613.00</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)

## **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:
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  - 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
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  - 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:

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- 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
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- 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
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- 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)