

# **Hallie Randall Elementary Campus Improvement Plan for 2014-2015**

# Hallie Randall Elementary Campus Plan

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## FRUITVALE INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

**F**oundation  
**R**espect  
**U**nderstanding  
**I**ntegrity  
**T**eamwork  
**V**ariety  
**A**chievement  
**L**eadership  
**E**ngagement

### HALLIE RANDALL ELEMENTARY CAMPUS STATEMENT

**Hallie Randall Elementary is responsible for introducing children to the exciting and challenging world of education. We are responsible for teaching each child to read, to solve mathematical problems, and to learn to think and reason. This is a monumental task but one that is important so that each child can perform to his/her potential. Each teacher can make a difference in the education of a child. At Hallie Randall Elementary School, we are determined to challenge students to be all they can be. This can be accomplished only when we work as a team in a safe and trusting environment.**

**Alive With Learning**

# Hallie Randall Elementary School

## Campus Improvement Team

131 Van Zandt County Road 1901  
Fruitvale, Texas 75127

Leslie Joslin .....	Counselor
Laura Lee .....	Resource Teacher
Ayla Rightenour.....	Instructional Aide
Brittany Owens .....	Kindergarten Teacher
Dawn Warren .....	1 <sup>st</sup> grade Teacher
Linda Smith .....	4 <sup>th</sup> Grade Teacher
Angela Clark .....	Second Grade Teacher
Zach Masterson .....	Elementary Principal
Liz Mince.....	Librarian
Amanda Dickerson .....	Parent Member
Karla Hance .....	Parent Member
Debbie Vaughn .....	Community Member
Jean Eddy .....	Community Member
Peggy Lane .....	Business Member
Judy Woodrum .....	Business Member

**Needs Assessment for 2014–2015**  
**The following instruments were examined:**

1. AEIS Report 2013
2. AEIS Report 2014
3. Benchmark Testing Results (DMAC)
4. STAAR Specifications and Objectives
5. Pre-K Developmental Checklist Results
6. 2014-2015 Disciplinary Protocol based on 2013-2014 Discipline referrals
7. 2013-2014 Attendance Records
8. Parent Surveys ( General, ESL, GT, Dyslexia)
9. Data Reports - Nine Weeks/Semester/ End of Year using the SLR
10. Elementary Long Range Planning Meetings
11. Texas Primary Reading Inventory Results /DIBELS Results
12. Evaluation of 2013-2014 Campus Plan
13. RPTE Results for 3-5 Grade ESL Students
14. CSCOPE Curriculum Based Assessments Results
15. AYP Report
16. PBMAS Report
17. Professional Development – Evaluations and Surveys
18. Student Handbook
19. Analysis of Homeless Population
20. Staff and student surveys

The following funding sources support the strategies implemented to address identified student needs: Titles 1, IV, Special Education, and State Compensatory Education.

# **2014-2015 Goals for Hallie Randall Elementary**

**Goal 1: All students will be expected to meet or exceed performance standards set by the state of Texas. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this plan of action.**

**Goal 2: Hallie Randall Elementary attendance will increase to 97%.**

**Goal 3: Hallie Randall Elementary will continue to increase parent/community communication and involvement.**

**Goal 4: Fifth graders will meet or exceed the Technology TEKS standards.**

**Goal 5: A safe environment will be maintained at Hallie Randall Elementary.**

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**CAMPUS GOAL No. 1:** All students will be expected to meet or exceed performance standards set by the State of Texas in reading, writing, math, language arts, and science.  
 Strategies for Goal: To encourage a higher performance standard in Pre-Kindergarten through Fifth grades.

**CAMPUS OBJECTIVES FOR GOAL:**

- A. Increase the number of K-2 students, screened by the **TPRI**, reading on level by the end of the year.
- B. Expect 95% or more of the 2014-15 third, fourth, and fifth grade students to pass the **Reading and Math** portions of the STAAR at the state standard.
- C. Expect 95% or more of the 2014-15 fourth grade students to pass the **Writing** portion of the STAAR at the state standard.
- D. Expect 95% or more of the 2014-15 fifth grade students to pass the **Science** portion of the STAAR at the state standard.
- E. Expect 95% or more of the 2014-15 students taking **STAAR, STAAR-M, and STAAR-ALT** to reach their student expectation level.

**SUMMATIVE EVALUATION:** Analysis of all TAKS scores will denote indicated improvement.

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Students identified as being dyslexic will receive additional reading instruction using multi-sensory curriculum. Instruction will correlate with Dyslexia Plan. Team and plan will be reviewed and revised as needed. ( SWC 2c, 9)	Dyslexia Team, CEI Lab Personnel, Teachers, Special Ed.	Materials/testing, Mileage: Local Funds Special Ed. Funds	August January April	Results of performance monitored each Nine week period. CEI reports.  Teachers Monitor and document individual reading goals. Incentives are offered in nine week intervals based on grade level policy.
B. Continue to assess and evaluate the effectiveness of the Accelerated Reading Program in grades 1-5.	Teachers, Principal, Librarian Instructional Aides	Local Funds	Report each nine weeks	

<p>C. Continue CEI and Reading EGGS as a regular tutorial program for those who are at risk including ESL, dyslexia, and K-3 reading initiative students. (SWC 2c, 9)</p>	<p>K-5 Teachers, Special Ed. Teacher, Principal, Curriculum Director Instructional Aides</p>	<p>Compensatory \$3500 CEI Software</p>	<p>Monitor September and May</p>	<p>Measures progress in reading comprehension to align with STAAR.</p>
<p>D. Continue and refine DIBELS for every student in K-5<sup>th</sup> grades. (SWC 8, 9)</p>	<p>K -5<sup>th</sup> grade Teachers</p>	<p>Local Funds</p>	<p>January April</p>	
<p>E. Provide Info-Lit Lessons for 3<sup>rd</sup> and 5<sup>th</sup> grade students.</p>	<p>Librarian</p>	<p>Local Funds</p>	<p>Every other week</p>	
<p>F Continue to provide response to intervention to enhance fluency and comprehension in reading and math concepts using a variety of resources that reinforce TEKS Resource System. (SWC 2,9)</p>	<p>Teachers RTI Team</p>	<p>Local Funds</p>	<p>Throughout the year.</p>	
<p>G. Continue RTI Administer STAAR/STAAR-M/STAAR-Alt curriculum based assessments at or near grade level to inclusion student (SWC 1,2,4,8,9)</p>	<p>K-5 reading teachers, SSA, Curriculum Director, Principal, Spec Ed. Teachers, ESC, VZ Coop</p>	<p>Local Funds Special Ed. Funds</p>	<p>October January May</p>	<p>Review Special Ed. and 504 cases and work closely with VZ Coop to assess student needs and find appropriate resources for grades K-5.</p>



<p>H. Provide inclusion for special ed. students in appropriate grade levels in all core subjects. (SWC 2, 9) (SS, AMO goals)</p> <ul style="list-style-type: none"> <li>• Inclusion Teachers' Meetings</li> </ul> <p>I. Use Pearson Curriculum Program to align instruction with the STAAR format on reading, writing, math, and science curriculum based assessments and college readiness. (SWC 2, 3, 9)</p> <p>J. Improve parent awareness by informing parents about SSI, STAAR, STAAR-M, STAAR-Alt specifications, Testing, requirements, and results. - flyers and letters to parents</p> <ul style="list-style-type: none"> <li>- Various Events. (SWC 6)</li> </ul>	<p>K-5 Teachers, Special Ed. Teachers, Instructional Aides, Principal</p> <p>Teachers K-5, Principal</p> <p>Principal , Teachers, Counselor, Parents</p>	<p>Special Ed Funds</p> <p>Local Funds State Comp Funds Testing Supplies Elem. \$2166.66</p> <p>Local Funds</p>	<p>January April</p> <p>Every nine weeks</p> <p>As needed</p>	<p>Increase % of SpEd. students taking STAAR and track grades each nine weeks, and report of STAAR M and STAAR scores for identified students.</p> <p>Results of testing examined each nine weeks. Results will be used to determine needs for instruction and tutorials.</p> <p>Sign-In Sheets, End of year survey results. Modification logs, grades, benchmark testing results will be charted and used to make appropriate changes for students.</p>
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<p>K. Provide Special Education students with appropriate modified instruction and curriculum as determined by the ARD committee in the least restrictive environment to ensure students meet or exceed AYP standards. (swc 2c) (SIP 2,4,5) Identified 504, Dyslexic, SpEd., ESL, Economically Disadvantaged, and At-Risk. Teachers will address the needs of each student identified. (SS, AMO goals)</p> <ul style="list-style-type: none"> <li>- Modified instruction</li> <li>- tutorials</li> </ul> <p>(SWC 2, 9,10)</p> <p>L. Gifted/Talented teachers will incorporate data and reinforce skills for 100% of G/T students to achieve commended on the STAAR. Students will be provided authentic and engaging learning experiences through public performances, field trips, academic and environmental projects, and various activities at grade level every 3<sup>rd</sup> Friday in the GT Pull Out Program. GT Teachers will communicate with parents.(SS, AMO goals (SWC 10) Reward all advanced students on STAAR Test</p>	<p>Teachers, Principal, Curriculum Director, Instructional Aides, Special Education Teacher and Aide, ESL Teacher</p> <p>Teachers, Principal, G/T Coordinator</p>	<p>Special Education Teacher and Aide  Special Ed. Funds  ESL Funds  Local Funds  Title I &amp; II Funds  Elem \$19,347.00 (FTE)  State Comp funds \$1000.00  Compensatory \$56,041.00 (4FTE)</p> <p>G/T funding (Code VII),  Local Funds  State Comp Funds \$400.00</p>	<p>Monitor each nine weeks</p> <p>Monitor each nine weeks</p>	<p>Results on curriculum based assessments.</p> <p>Parent Survey.</p>
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<p>M. Prepare younger students for future academic skills test. Provide educational program for 4 year old students and components of School Integration Plan.</p> <ul style="list-style-type: none"> <li>- Head Start</li> <li>- Pre-Kindergarten (SWC 7, 10)</li> </ul> <p>N. Implement character and leadership program with guidance lessons. (SWC 2b)</p> <ul style="list-style-type: none"> <li>- Character and leadership awards</li> <li>- Career Week—Leadership Team</li> </ul> <p>O. Teachers will be offered training in the following areas: STAAR, TEKS, Integration of Technology into the curriculum, CEI, dyslexia, reading improvement strategies, autism, Asperger’s, writing, inclusion, science, RTI, TBSI, CIP. (SWC 4)</p> <p>* ESC Workshops * Long Range Planning</p>	<p>Superintendent, Principal Teachers Instructional Aides</p> <p>Elementary teachers, Principal, Counselor Support Staff</p> <p>Principal Curriculum Director</p>	<p>Region VII ESC</p> <p>Local Funds</p> <p>Workshops/substitute pay/mileage, Local Funds</p>	<p>September April</p> <p>Monitor each nine weeks.</p> <p>November April</p>	<p>Parent conferences. Head Start home visits</p> <p>Staff survey</p> <p>Participation rates of teachers in workshops, peer mentoring, classroom implementation as seen in walk throughs.</p>
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<p>P. Recruit highly qualified teachers. Provide incentives to maintain highly qualified teachers. (SWC 3, 5)</p> <ul style="list-style-type: none"> <li>*Job Fairs</li> <li>*Universities</li> <li>*Applicants</li> <li>*Pay above state scale</li> <li>*Pay portion of insurance premiums</li> <li>*Lunch at no cost</li> </ul>	<p>Principal, CIP Team</p>	<p>Local Funds</p>	<p>May</p>	<p>Highly qualified applicants for replacements or additions to faculty.</p>
<p>Q. Hold academic pep rally for STAAR. (SWC 2c)</p>	<p>Principal, Counselor 1<sup>st</sup> – 5<sup>th</sup> teachers, aides</p>	<p>Local funds</p>	<p>March</p>	<p>Success on the STAAR Test</p>
<p>R. Review reading intervention program and Tiers; and implement an RTI Team to design interventions for grades K-5. (SWC 2b,2c,3,9) (SS, AMO Goals)</p>	<p>Reading Intervention Teacher, SWATT teams, SpEd, RTI Team</p>	<p>Special Ed. Funds</p>	<p>Every nine weeks.</p>	<p>DIBELS, TPRI, and STAAR reports, and meetings</p>
<p>S. Provide identified students (such as 504, dyslexia, SPED, ESL, white, Hispanic, Economically Disadvantaged, and at risk) with appropriate instruction and curriculum by the intervention.</p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Tutorials</li> <li>• Intervention</li> <li>• ACE/RTI</li> </ul>	<p>Diagnostician Teachers, Principal</p>	<p>State Comp Funds Title 1 and 2 Funds ELM-\$19,611 (1FTE) State Comp Funds ELM \$39,292 (1.3 FTE) \$53,920 (3 FTE)</p>	<p>Nine weeks marking period</p>	<p>Lesson plans, modification logs, grades, benchmarks, STAAR testing results</p>

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<b>CAMPUS GOAL No. 2:</b> Hallie Randall Elementary will maintain attendance at 97% or higher.				
<b>PERFORMANCE OBJECTIVE:</b> To encourage attendance at all grade levels.				
<b>SUMMATIVE EVALUATION:</b> To obtain and maintain student attendance at 97% in the 2013-2014 school year.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Parents and students will be given health and wellness information including specific information on shots, hygiene, spreading of disease, and lice at Pre-K Registration, and fill out a notarized form affirming that Pre-K parents understand the attendance policy at the beginning of school year, and as needed throughout the year. (SWC 2, 6)	School Nurse, Principal, Secretary, District Notary	Handouts/Brochures, Nurse-Salary Title I, Head Start funds, and local funds.	April	Frequent documentation of information dispensed to parents.
B. Students with perfect attendance will be recognized in the Van Zandt News. (SWC 2)	Principal, Secretary,	Van Zandt News	Monitor each nine weeks	Number of students recognized
C. Students with perfect attendance will be recognized at the nine weeks award programs. (SWC 2)	Principal, Secretary, Teacher, Curriculum Director	Local Funds	Monitor each nine weeks	Report from office.

<p>D. Work collaboratively with Justice of the Peace to eliminate truancy. (SWC 2)</p>	<p>Principal, Superintendent</p>	<p>Attendance Records, local funding, budget</p>	<p>Monitor each nine weeks</p>	<p>Documentation kept of compulsory and certified attendance letters sent to parents.</p>
<p>E. Classroom with highest percentage of attendance for the nine weeks will receive free snack bar lunch. First and second place will receive trophies to be displayed for the entire six weeks. (SWC 2)</p>	<p>Principal, Teacher, Secretary</p>	<p>Parents, Trophies, Local Funds</p>	<p>Monitor each nine weeks</p>	<p>Nine weeks record of classes with highest percent of attendance.</p>
<p>F. Students who had perfect attendance for the 9-weeks will be in a drawing for 1 \$50 gift card and 2 \$25 gift cards. Students who have had perfect attendance all year will receive a reward at the final awards program in May.</p>	<p>Principal, Secretary Nurse</p>	<p>Donations Bobcat Pride</p>	<p>Monitor each nine weeks</p>	<p>Attendance records each 9 weeks</p>
<p>G. Attendance Committee will monitor and meet twice a year on excessive absences.</p>	<p>Principal Secretary Teachers Nurse</p>	<p>Local Funds</p>	<p>Each nine weeks.</p>	<p>Committee meeting sign in and minutes</p>
<p>H. Student attendance will be monitored by teachers and parents will be called if a student misses two days</p>	<p>Principal Secretary Teachers</p>		<p>Each Nine Weeks</p>	<p>Call logs.</p>



consecutively.				
I. Provide alternative setting in AEP for students who violate the Student Code of Conduct	Attendance Committee Principal Teacher Principal	Local Funds		As Needed.
				Number of students participating.

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<b>CAMPUS GOAL No. 3:</b> Hallie Randall Elementary will increase parent/community communication and involvement.				
<b>PERFORMANCE OBJECTIVE:</b> Parents/Community will demonstrate a proactive involvement in the education of Fruitvale's children.				
<b>SUMMATIVE EVALUATION:</b> To increase Parent/Community involvement by sharing the responsibilities of education.				
STRATEGY	PERSON(S)	RESOURCE	TIMELINE	FORMATIVE
ACTIVITIES/ACTIONS	RESPONSIBLE	ALLOCATION		EVALUATION
B.				
A. Supply drop off before school starts. Students bring school supplies before school begins.	Elementary Teachers	Teachers, parents, sign in sheets, Local Funds	September	Sign-in sheet in classroom.
B. Orientation 30-45 min. segment for Head Start parents. Cover Policies, Procedures, and the 5 service areas of Head Start. (SWC 6,10)	Pre-K/Head Start Teachers, Head Start Facilitator, Principal	Teachers, parents, principal, Sign in sheets, Local Funds	September	Sign-in sheet.
C. Parent Information Night within the first 3 weeks to review the classroom information, grading, assessments, interventions, goal setting, classroom procedures and SSI requirements for grade 5. (Parent/Teacher Conferences as needed)	Teachers, Principal	Teachers, Principal, Classroom Packets, Local Funding	September January	Parent evaluation form.

<p>D. Expand the Bobcat Pride program—Partners Assisting Successful Students:  - 100% membership (SWC 6)</p>	<p>Teachers</p>	<p>Invitation to PASS events. Parent/Community members calendar of events, sign- in sheets, materials for events, &amp; Event Evaluations. Local Funds</p>	<p>Monitor November April</p>	<p>Frequent documentation of “PASS” participation, sign- in book and a year end evaluation to be completed.</p>
<p>E. Articles will be published in the local newspapers and school newsletter when appropriate. (SWC 6)</p>	<p>Teachers, Principal, Secretary</p>	<p>Local Newspaper, Computer Software</p>	<p>Monitor November April</p>	<p>Keep a document folder of all newspaper articles regarding Hallie Randall Elementary students and activities.</p>
<p>F. Campus Improvement Team Meetings will be scheduled periodically throughout the year to assess and discuss an ongoing cycle of improvement of the five goals targeted for success at HRE. (SWC 1, 2, 3, 4,6, 7, 8, 9,10 )</p> <ul style="list-style-type: none"> <li>• Meet/Exceed Performance Standards</li> <li>• Attendance</li> <li>• Parent/Community Involvement</li> <li>• Technology</li> <li>• Safe Environment</li> </ul>	<p>CIT Members</p>	<p>Region VII ESC, Principal, Superintendent, Copy Cost – Local Funding</p>	<p>Monitor August October January March</p>	<p>Monitor campus plan each nine weeks. Review strategies as noted in working plan.</p>
<p>G. Encourage parental involvement in school activities.</p>	<p>Teachers PK - 5,</p>	<p>P.A.S.S.</p>	<p>August-May</p>	<p>Sign-In Sheets, Parent Evaluation forms.</p>

<p>H. Volunteer recognition each nine-week period. (SWC6)</p> <ul style="list-style-type: none"> <li>• Recognition at awards program</li> <li>• Article in newspaper</li> <li>• Luncheon or tea at the end of the year</li> </ul> <p>I. Have G/T Informational meeting with parents. (SWC 6)</p> <ul style="list-style-type: none"> <li>- District newsletter</li> </ul> <p>J. Parent Functions</p> <ul style="list-style-type: none"> <li>* Parent Compact Review</li> <li>* Parent Involvement Policy</li> <li>* Annual Report Card</li> <li>* AYP - Progress</li> <li>* School wide Plan for Title Funds</li> <li>* Parent Conferences</li> <li>* Campus Advisory Team</li> </ul>	<p>Faculty, Secretary, and Principal</p> <p>G/T Coordinator, Principal</p> <p>Principal</p>	<p>Flyers for description /invitation to Open House, Newspaper article, Snacks Local Funding</p> <p>Local Funds</p> <p>Local Funding for any supplies</p>	<p>October December March May</p> <p>Quarterly</p> <p>October February May</p>	<p>Sign In Sheets.</p> <p>Sign in Sheet</p> <p>Sign In Sheets, Forms and documentation for suggestions</p>
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<b>CAMPUS GOAL No. 4:</b> Hallie Randall Elementary will more fully integrate technology into the instructional program.				
<b>PERFORMANCE OBJECTIVE:</b> 90% of 5th grade students will meet or exceed the Technology TEKS standards during the 2013-2014 School Year.				
<b>SUMMATIVE EVALUATION:</b> A 10% increase in performance each year.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Training for staff on technology. In-service to include skills to master TEKS required at each grade level, teach technology competencies, and technological support. (SWC 2, 4, 9)	Technology Coordinator, Technology Team, Computer Lab personnel, Outside consultants	Local Funds	May	Self-evaluation. Sign-in Sheets.
B. Continue integrating technology TEKS in the classroom instruction. (SWC 2, 9)	Technology Coordinator, Technology Team, Classroom Teacher Tech Team	Supplies, Local Funding	November May	Class Products. Lesson Plans.
C. Continue to improve, replace, upgrade, and maintain quality hardware, software, computers, and laptops for teachers. Add more laptops to bring elementary to one to one computing. (SWC 2, 9)	CIT, Teachers, Principal, Business Manager	Local Funds REAP Grant Technology Allotment Title I Part A Elem. \$810.66 IMA	November	Evaluation Form- comments from parents.

<p>D. Evaluate different programs, such as Reading A to Z, United Streaming Reading EGGS, Istation, Think Through Math, STEM-Scopes, You Tube, Teacher Tube. (SWC 2, 9)</p>	<p>Technology Coordinator, Principal, Technology Team, Teachers</p>	<p>Tech Allotment, Local Funds</p>	<p>January</p>	<p>Improved skills shown by benchmark testing for reading, writing, and math.</p>
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**FRUITVALE ISD**  
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<b>CAMPUS GOAL No. 5:</b> A safe environment will be maintained at Hallie Randall Elementary.				
<b>PERFORMANCE OBJECTIVE:</b> Violence prevention and intervention strategies will be implemented.				
<b>SUMMATIVE EVALUATION:</b> Parents and students will be aware of the safe environment on the Hallie Randall Elementary Campus.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. All visitors will check in at the elementary office. Visitors will receive a "Visitors Badge" which must be displayed while on campus. (SWC 10)	Elementary Staff	Sign-in Log Local Funding	Monitor daily - Report in May	Records of logs will be maintained as directed in record management information system.
B. All elementary staff will wear I.D. badges while on campus	Elementary Staff	Local Funds	Monitor daily	Peer Monitoring, spot checks classroom visits.
C. Review the Emergency Response Procedures and Emergency Operations Plan	Principal, Teachers, Superintendent	Local Funding	Monthly monitoring	Record of drills, times, dates, state report.
D. Safety Presentations for faculty. Safety Inspections and maintenance of facility. (SWC 10)	Principal, Maintenance Superintendent, Nurse	Agendas, Short-Cut Safety Sheets, etc.	Monthly	Sign-in sheets. Complete inspection form.

<p>E. Campus Safety Presentations</p> <ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>• CPR for 5<sup>th</sup> graders</li> <li>• Bus Safety</li> <li>• Fire Safety</li> </ul> <p>(SWC 10)</p>	<p>Principal, Van Zandt Sheriff Dept , H.S. Student Council, School Nurse, Ident-a-kid program, and Teachers</p>	<p>Van Zandt Sheriff Office, gym, Title IV funds</p>	<p>August prior to May</p>	<p>Lesson Plans, Journal writing, Illustration or poster contests, formal evaluation.</p>
<p>F. Prevention instruction on Bullying, violence prevention and intervention, and harassment.</p> <p>(SWC 10)</p>	<p>Principal, Teachers, Counselor</p>	<p>Local funds</p>	<p>Each nine weeks.</p>	<p>Lesson Plans, Annual discipline reports.</p>



**FRUITVALE ISD**  
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Fruitvale ISD is a Title I School wide District. The expanded opportunities in Title I for school wide programs are designed to assist schools to raise the achievement of all children, but especially the poor, low-achieving, migrant, neglected, at risk of dropping out, and limited-English-proficient children.

Under Section 1114(b) (1), a school wide program **must** include the following 10 components, addressing the needs of all children:

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content (TEKS) and student performance standards (TAKS).
2. School wide reform strategies that—
  - a. Provide opportunities for all children to meet the State’s proficient and advanced levels of student performance.
  - b. Use effective methods and instructional strategies that are based on scientifically based research that –
    - strengthen the core academic program in the school
    - increase the amount and quality of learning time
    - include strategies for meeting the educational needs of historically underserved populations
  - c. Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school wide program, which may include-
    - counseling, pupil services, and mentoring services
    - college and career awareness and preparation
    - the integration of vocational and technical education programs, and address how the campus will determine if such needs have been met
  - d. Are consistent with, and designed to implement, the state and local improvement plans, if any.
3. Instruction by highly qualified professional staff.
4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school wide program to meet the State’s student performance standards. (In accordance with sections 1114(a)(5) and 1119)
5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Steps to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.