

# **2016 - 2019 FRUITVALE JUNIOR HIGH SCHOOL GOALS AND OBJECTIVES**

## **Campus Improvement Team Members**

**Charles Harford - Principal (Chair)**

**Amanda Masterson - Counselor**

**Becky Barnes - Teacher**

**Kirt Cockerham - Teacher**

**Cheyenne Robert - Teacher**

**Robin Witcher - Teacher**

**Beth Burton – Parent Representative**

**Nora Maroney – Parent Representative**

**Lucas Hendrix – Student Representative**

**Macy Maroney – Student Representative**

**Judy Woodrum – Business/Community Rep**

**Stephen Hendrix – Business/Community Rep**

# Comprehensive Needs Assessment 2018 - 2019

## Campus Strengths:

1. Feeling of community.
2. Opportunities for students (i.e. dual credit, athletics, UIL Academics, etc.)
3. Few discipline problems.
4. Commitment to safety.
5. Support from administration and school board.

## Campus Needs:

1. Communication between staff members.
2. More time for employability skills.
3. Improve ACT/SAT scores.
4. Improved communication with parents.
5. Increase accountability scores.
6. More opportunities for G/T students to participate in.
7. Increased parental involvement in school activities.
8. Increased security measures.

## GOAL #1

Fruitvale Junior High School will strive to develop and implement an environment of engaged digital learners as evidenced by all students engaged and using technology in instructional settings.

### (District) Objective 1.1

Fruitvale Junior High will strive to provide each student and teacher with needed technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review
Consult committee to plan cross-curricular activities and organize technology program.	Superintendent Business Manager Principal Teachers Curriculum Director	Aug-May	No additional costs	November March May
Actively seek out grants for the purchase of technology	Superintendent Business Manager Curriculum Director Technology Director	Ongoing	No additional costs	November March May
Educate community members, parents, school board members, and other stakeholders of the need to dedicate funding for technology	Superintendent Site Based Committee Principal	Ongoing	No additional costs	November March May
Fruitvale Junior High School will continue to purchase Chromebooks and carts as needed to replace older ones, so that every classroom can have a set for student use	Principal Business Manager Technology Director	December	REAP Grant (\$8,513)	November March May

## Goal #2:

Fruitvale Junior High School will evaluate student progress across multiple areas by using a variety of sources, such as individualized growth over time in academic skills, comparison to national rankings rather than state rankings, involvement in district/community activities, increase/decrease in functional skill acquisition such as interpersonal skill development, goal setting, or conflict resolution skills.

### (District) Objective 2:1

Each year, Fruitvale Junior High School students will track their own learning and growth over time in academic and interpersonal skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review
Students at Fruitvale Junior High School will be provided the tools, training, and materials necessary to access, monitor and document personal progress	Curriculum Director Principal Teachers	Ongoing	Employability Rubric	November March May
Fruitvale Junior High School teachers will track student progress using the Employability Rubric in Google Drive and Resilience survey and curriculum	Principal Teachers	Ongoing	Employability Rubric	November March May

### Goal #3:

Fruitvale Junior High School will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development

#### (District) Objective 3:1

Fruitvale Junior High School staff will have an opportunity to collaborate departmentally, as well as by grade level, each week in PLC's in order to discuss student achievement based data from the authentic assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review
Students at Fruitvale Junior High School will be provided the tools, training, and materials necessary to access, monitor and document personal progress	Curriculum Director Principal Teachers	Ongoing	Employability Rubric	November March May
Core subject teachers will have input for weekly PLC agendas	Curriculum Director Principal Teachers	Weekly	No additional costs	November March May
Staff will meet/discuss best practices and research-based strategies through vertical team PLC as demonstrated through classroom instruction	Curriculum Director Principal Teachers	Weekly	Chromebooks Title I (\$1,578) DMAC Appraisals (Title I, \$250) Academic Content Coop (Title I, \$1,578) Title I (Additional \$5,000)	November March May
Fruitvale Junior High School will abide with the minimum expectations for 9-week assessments (CBAs) as demonstrated through the Instructional Focus Document. The vast majority of questions will be at the advanced level. Campus principals will approve all tests submitted	Curriculum Director Principal	August; October; December; February	TEKS Score (Title I, \$333) Title I (Additional \$5,000)	November March May
Staff will utilize DMAC to create the framework for managing student assessment data	Curriculum Director Principal Teachers	August; September; November; January	DMAC; ESC7 contracts for DMAC services (Title I, \$400)	November March May

Teachers will be given ample time to construct appropriate assessments for the course of instruction or grade level department	Curriculum Director Principal Teachers	As scheduled each 9 weeks	Planning periods; test bank through TRS (Title I, \$1,333) and TAG (Title I, \$250)	November March May
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## Goal #4:

Fruitvale Junior High School will foster meaningful student learning, utilizing local control for desirable outcomes and serving the needs of the whole student.

### (District) Objective 4:1

Fruitvale Junior High School students will receive daily instruction based upon state and local standards and community based accountability measures to serve the whole child.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review
Teachers will develop a choice in tasks to promote student engagement with a focus on state standards	Principal Teachers Curriculum Director	Aug-May	District curriculum PBL activities Instructional Allotment Title I (\$2,333)	November March May
Teachers will utilize state resources to assist in the development of proper cognitive thinking processes and intervention for struggling students	Teachers Curriculum Director	Aug-May	TEX Teams Lead4Ward MobyMax	November March May
Teachers will utilize Project Based Learning as a way to engage students by means of investigating and responding to authentic, engaging and complex questions, problems or tasks.	Principal Teachers Curriculum Director	Aug-May	PBL resources PLC planning time Professional Development Learning Walks Defined STEM	November March May
G/T students will be given more opportunities to participate in challenging academic activities.	Principal G/T Coordinator	Aug-May	\$3,164	November March May
Students identified as dyslexic will be given the opportunity to take a 45 minute per day class to address their needs.	Principal Dyslexia Teacher	Aug-May	Comp Ed (\$13,150, 0.33 FTE)	November March May

## Goal #5:

Fruitvale Junior High School will provide professional development for staff to increase student technology usage in real world work applications.

### (District) Objective 5:1

Fruitvale Junior High School students will be able to utilize technology in a way that prepares them for work-place technology usage. The use of computer applications, presentation software, and shared documents will be a part of their learning environment each day at Fruitvale ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Review
All instructional staff will be provided in district technology staff development twice per school year	Curriculum Director Principal Teachers	Ongoing	Time for PD Title I (\$1,000) Video Conference (Title I, \$866)	November March May
The district will utilize students to assist teachers in implementing new technology into instruction, model technology lessons, and provide professional development for staff development days and on demand as needed for technology integration.	Superintendent	Sep - May	Digital Learning Basic Membership (Title I, \$250) Discovery Education (Title I, \$342)	November March May
The district will send 2 teachers per campus, and the instructional technology teacher to technology training or conferences, including TCEA, in order for them to train staff in district with what they learned	Curriculum Director Principal Teachers	Ongoing	ICIA Funds Local Funds	November March May
Students in career pathways will prepare and present presentations or projects annually	Principal Teachers	Ongoing		November March May

# Appendix A

## Coordinated School Health Activities

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
The Student Health Advisory Council (SHAC) will meet a minimum of four times per year: Dates TBA	Co-Chairs	District Funds Region VII Health/Nurse Agreement	Minutes recorded and filed for each meeting
Fruitvale ISD will review/amend the 2017 - 2018 Wellness Policy and include specific goals/strategies for implementation	SHAC Nurse	District/Campus Policies and/or Procedures	Policy will be posted as required and available upon request
The council will provide the FISSD Board a written report of their activities for the year	Co-Chairs Curriculum Director	Board Meeting	Board Agenda
The district PE teachers will oversee the implementation of the FitnessGram and monitor needs of campus based programs	PE Teachers	Campus Budget Submission Software	The FitnessGram will be scheduled with results submitted as required



## Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
Campus Committee and campus administrators will review and analyze annual dropout records and current/pending cases	Principal Homeless Liaison Teachers	PEIMS Records PBMAS Reports District Funds	Records will be maintained and reviewed in scheduled principal meetings
Attendance will be closely monitored with timely interventions for students with chronic absenteeism. Home visits will be conducted as needed.	School Police Officer Principal Counselor	Attendance Records Truancy Court School Police Officer (Title I \$6,304)	Truancy intervention strategies will be documented as required using the FISD truancy policy
The campus will be proactive with encouraging higher attendance rates by utilizing a variety of incentive programs	Principal	Campus Budget	Attendance rates and incentive programs will be reviewed during scheduled principal meetings
The campus will provide and help arrange transportation services according to FISD policy FCC to students in foster care	Foster Care Liaison Transportation Director	Campus Budget	Phone log Foster care students' attendance rate
Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct	Principal	TxEIS Student records	Monitor number of students participating
Promote parent awareness of the importance of maintaining daily attendance by school police officer sending a letter on attendance to all students	School Police Officer Principal Campus Secretary	TxEIS Student Records	Improved attendance rates Records of letters sent kept by school police officer
Continue DAEP with Rains ISD	Principal	Comp Ed Funds (\$5,000)	

Provide guidance services for at-risk students	Counselor	Campus Budget	Increased attendance Improved grades Decreased dropout rate
Tutoring provided to assist students struggling in academics	Teachers	Comp Ed (\$43,075, 1.5 FTE)	Tutorial sign in sheets Report Cards
Students identified as pregnant will offered services through the Pregnancy Related Services (PRS) once documentation has been completed and verified. It is not required that each student need or use each/every service. Compensatory Education Home Instruction (CEHI) services if necessary.	Counselor Principal Nurse	Comp Ed	CEHI logs Counselor
Provide appropriate services to address the needs of students identified as homeless	Homeless Liaison Counselor	TEHCY grant (\$1,925)	Number of homeless students served

## Higher Education Strategies

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
HB5 information will be posted on the district website	Principal	Fruitvale website High School website	Information will be up to date and located on website
Parent meetings will be scheduled to provide transition information, post-secondary awareness, and financial assistance for all parents of students in 8th grade.	Principal Counselor	High school budget Region VII Counseling Agreement	Participants attending the meetings Surveys
College and Career Day will be scheduled to offer opportunities for 8th - 12th graders to visit with college recruiters and businesses	Counselor	CTE budget High School budget	Participants attending Surveys
Develop a CTE Long Range Plan that will offer additional career pathway certificates in multiple areas	Counselor Principal Curriculum Director	CTE funds	Multiple certificate opportunities available for students
Apply for and utilize Wal-Mart grant for 8th graders to visit UT-Tyler	Principal Counselor Curriculum Director	Wal-Mart grant funds	Student surveys Grant evaluation requirements

## Safe Environments

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
All FISD staff will attend required Sexual Abuse and Prevention Training and Recognition of Maltreatment of Children and Child Abuse and Trafficking Reporting Training	Counselors Homeless Liaison	PowerPoint software	Curriculum Director will document all training and maintain records for all district personnel K-12 completed 8/7/2018
Posters for students and staff on how to report abuse are displayed in high traffic areas around campus	Principal	District supplies	Visual observations
Staff members will ensure visitors and contract workers check in at the office to sign visitor's log and receive visitor's pass	Campus Secretary Staff	Local funds	Monitor daily
Evaluate the use of surveillance cameras at all gates and entry ways	Principal Maintenance Department	District allocation	Regular review of videos
TxEIS discipline reports will be used to monitor discipline infractions	Principal	Local funds	Nine week reports compiled and submitted to Superintendent
Results of discipline data will be used to plan programs and training to reduce overuse of discipline practices the removed students from the classroom	Curriculum Director Principal	Local funds	PEIMS end of year reports to determine strengths and areas for improvement
All district substitute teachers will be required to attend training in the area of safety and security	Curriculum Director	None	Training will be required of all new substitute teachers prior to employment

Campus will comply with required safety drills and will also implement supervised lock-down drills	Principal Staff	None	Drills will be completed and documented; follow up will be provided to analyze steps taken and implement corrective action if needed
Campus will provide Dating Violence Awareness programs. Campus will inform and publicize information in hallways	Principal Counselor Nurse	Campus budget	Visual observations Scheduled announcements
Evaluate school Facebook usage	Superintendent	Facebook	Parent surveys Facebook admin page: activity, likes, messages, comments, shares
Campus will recognize October as Bullying Awareness Month with a variety of activities and instruction	Counselor	Campus budget	Activities will be conducted and report to campus administrator
Campus will participate in Red Ribbon Week	Staff	Campus budget	Red Ribbon Week will be highly publicized and eventful
Campus will provide staff and student training for the prevention, identification, and consequences of bullying	Principal Counselor	None	Campus will maintain documentation of training
District policies regarding bullying will be communicated and posted as required	Curriculum Director Principal Counselor	None	Posted policy
Sexual Abuse Awareness, Early Mental Health Prevention, and Suicide Prevention training will be taught through the counselor	Counselor	None	Certificates obtained Curriculum Director will document all training and maintain records for all district personnel K-12 completed 8/7/2018
A team of Fruitvale ISD staff will be trained annually in	Curriculum Director	Local funds	Training documents

Crisis Prevention Intervention	CPI Trainer		K-12 completed 8/6/2018
Training on bloodborne pathogens and annual CPR training, defibrillator	Curriculum Director Nurse	Local Funds TX Gateway	Curriculum Director will document all training and maintain records for all district personnel K-12 completed 9/7/2018

## Parent and Family Engagement

Activity/Strategy	Standard	Evaluation
<p style="text-align: center;">Strategies to increase parental involvement</p>	<p style="text-align: center;">Specific strategies to increase parental involvement based upon results of the needs assessment have been identified and implemented</p> <p style="text-align: center;">Strong collaboration with community resources is evident</p> <p style="text-align: center;">Parents are included as decision makers in a broad spectrum of school decisions</p>	<p>Parent involvement is critical to student success. FUSD is committed to providing opportunities for parents to participate in school related activities. The campus will provide multiple opportunities. These are documented with sign-in sheets with the Principal and Curriculum Director. Funding is allocated to assist with programs and increase parent attendance. Examples include: school supply night, open house, weekly parents contacts by teachers, and various meetings for special programs.</p>

## Appendix B

### Compliance Rubric for ESSA Schoolwide Programs

Elements	Standard	Evidence of Standard Completion and/or Progress Towards Completion
SWP Comprehensive Needs Assessment	Information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined locally	The comprehensive needs assessment is part of the campus improvement plan, also known as the 21st Century Learning Plans. These are posted on the FISD website
SWP Campus Improvement Plan (CIP)	The school shall develop a Campus Improvement Plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how the strategies will: provide opportunities for all children to meet the challenging state academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an accelerated curriculum, which may include programs, activities, and courses necessary to provide a well rounded education; address the needs of all students in the school, but particularly the needs of at risk of not meeting the challenging state academic standards	The campus has specific strategies based on the needs assessment. When similar reform is necessary across multiple campuses, then the reform becomes a district level strategy. All strategies are found in the appropriate improvement plan, developed by the campus/district administration with guidance from the campus/district level site-based decision committees (SBDMs). Examples of services/strategies include: Accelerated Instruction for students not successful with state assessments; MobyMax; tutorials; advisory time for core subjects.



<p>SWP School Parent and Family Engagement Requirements (Section 1116 (b-c))</p>	<p>The campus must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part including: jointly developing with, and distributing to, parent and family members of participating children a written parent and family engagement policy; jointly developing with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement; ensuring effective involvement of parents and to support a partnership among the school involved; the campus shall build capacity for involvement.</p>	<p>Parental involvement is critical to student success. FISD is committed to providing opportunities for parents to participate in school related activities. The campus will provide multiple opportunities. These are recorded/documented (with sign in sheets) with the principal and curriculum director. Funding is allocated to assist with programs and increase parent attendance. Examples include: school supply night; open house; weekly parent contacts by teachers; and various meetings for special programs. The FISD Parent and Family Engagement Policy will be created with input from parents and will be distributed by hand as well as posted on the school's website.</p>
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# Appendix C

## State Accountability Monitoring

**With the exception of 8th grade, at least 48% of students in the 6th and 7th grades did not meet grade level standard in math.**

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
Ensure that each teacher keeps a copy of their pacing calendar and TEKS verification document readily available	Curriculum Director Principal Teachers	TEKS RS Pacing Calendar TEKS RS TEK verification document	Each teacher will teach the required TEK for each subject in their grade level. They will have the TEKS verification chart marked as TEKS are taught
Walkthroughs will be conducted for each teacher at least once every three weeks with performance feedback	Superintendent Curriculum Director Principal	Principal calendar Walkthrough schedule Look Fors Document T-TESS Rubric	To provide regular feedback (at least once every three weeks) to teachers on classroom practices and strategies to grow teachers

**Economically disadvantaged students scored the lowest on Domain 3 in each of the following categories: growth in ELAR (66), student success (46), student achievement domain score (46), students who scored at approaches grade level or above (77%), and students scoring Masters (%15)**

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
Spreadsheets created to track all students with special notation for those who are eco. dis.	Curriculum Director Principal	List of eco. Dis. students	To track eco. Dis. student's progress and troubleshoot when progress is limited or non-existent
Walkthroughs will be conducted for each teacher at least once every three weeks with performance feedback	Superintendent Curriculum Director Principal	Principal calendar Walkthrough schedule Look Fors Document T-TESS Rubric	To provide regular feedback (at least once every three weeks) to teachers on classroom practices and strategies to grow teachers

## Performance Based Monitoring Analysis System

Risk factors are assigned to special populations if there appears to be any significant disparities in data for a variety of indicators. Risk factors range from 0 to 3. If a risk factor of 3 is assigned, then it must be addressed along with any risk factors assigned a 2. The following must be addressed:

- SPED STAAR Alt2 Participation Rate                      Performance Level 3
- SPED Regular Class >= 80%, ages 6 - 21              Performance Level 2

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
STAAR participation is determined by the ARD committee. Decisions are based on individual needs of students	ARD Committee	None	Participation is based on individual need. ARD committee will have minutes of all meetings, including decisions regarding state assessment
PEIMS coding for SPED students' classroom times will continue to be monitored and checked	Director of Special Education Campus Secretary	Time	PEIMS
Special Education staff will receive training in the area of direct teaching strategies and accommodations	SPED Teachers Inclusion Teachers Training Materials	Time PD funds from SPED	Staff will receive training. Documentation and sign-in sheets will be kept on file with the SPED Department

The scores for students in Title 1 (3-8) category for reading have fallen by 9% over the last two years. There has been a downward trend in this category. SPED students passing the Reading STAAR (3-8) has been inconsistent over the past three years (up 24% in 2017 and down 20% in 2018).

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
Ensure that each teacher keeps a copy of their pacing calendar and TEKS verification document readily available	Curriculum Director Principal Teachers	TEKS RS Pacing Calendar TEKS RS TEK Verification document	Each teacher will teach the required TEK for each subject in their grade level. They will have the TEKS verification chart marked as TEKS are taught
Schedule walkthroughs so teachers receive at least one walkthrough every three weeks with performance feedback	Superintendent Curriculum Director Principal	Principal Calendar Walkthrough schedule Look Fors document T-TESS Rubric	Provide regular feedback (at least once every three weeks) to teachers on classroom practices and strategies to grow teachers
Meet with teachers to ensure SPED students not making progress in class are included on tutorial list and receiving IPI minutes	Principal Teachers	RTI records Documentation spreadsheet Benchmark scores IPI documentation	Ensure that SPED students not making progress on goals receive appropriate tutorials

In Math, Title 1 students passing STAAR Math fell 3 percentage points in two years and stayed stagnant at 74% in 2017 - 2018. SPED students passing Math STAAR was inconsistent over the past two years. It went up 15% in 2017 and fell 15% in 2018.

Activity/Strategy	Person(s) Responsible	Resources	Formative Review
Ensure that each teacher keeps a copy of their pacing calendar and TEKS verification document readily available	Curriculum Director Principal Teachers	TEKS RS Pacing Calendar TEKS RS TEK Verification document	Each teacher will teach the required TEK for each subject in their grade level. They will have the TEKS verification chart marked as TEKS are taught
Schedule walkthroughs so teachers receive at least one walkthrough every three weeks with performance feedback	Superintendent Curriculum Director Principal	Principal Calendar Walkthrough schedule Look Fors document T-TESS Rubric	Provide regular feedback (at least once every three weeks) to teachers on classroom practices and strategies to grow teachers
Meet with teachers to ensure SPED students not making progress in class are included on tutorial list and receiving IPI minutes	Principal Teachers	RTI records Documentation spreadsheet Benchmark scores IPI documentation	Ensure that SPED students not making progress on goals receive appropriate tutorials