

FRUITVALE MIDDLE

Campus Improvement Plan

2022/2023

Learners Today - Leaders Tomorrow



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DMAC Solutions ®

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FRUITVALE MIDDLE

Mission

Learners Today - Leaders Tomorrow

Vision

Visioning Committee Belief Statements:

The Partnership of families, community members, students, and Fruitvale Independent School District employees is critical to each student's growth and success.

We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.

We believe in providing a 21st-century education interwoven with real world applications.

We believe in modeling and guiding students toward becoming good citizens.

We believe in unlocking each individual student's potential.

We believe in a supportive and collaborative school culture for students, teachers, and families.

Nondiscrimination Notice

FRUITVALE MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

FRUITVALE MIDDLE Site Base

Name	Position
Meroney, Dillon	Community Representative
Camacho, Sandralee	Parent Representative
Abshire, Albert	MS Principal
Hodges, Candace	Teacher
Talasek, Suzanna	Paraprofessional
Erwin, Tara	Teacher
Meroney, Amanda	Counselor

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Small class sizes
Small community
Relationships between school and families/community
Low failure rates

Demographics Weaknesses

High percentage of students are economically disadvantaged
Education is not a high priority in some households

Demographics Needs

Education to be a top priority among our families and community

Demographics Summary

Total Enrollment:86 Students

Student Achievement

Student Achievement Strengths

"B" Rated Campus
Strong content area teachers

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

GT class
UIL Academics
District Reading and Math Interventionists
Implemented blended learning including the station rotation model in most classrooms
Regularly check students progress using benchmarks, MAPs, Lexia, iXL, TPRI, and other assessments to monitor student progress and growth

Student Achievement Weaknesses

8th Grade Social Studies

Student Achievement Needs

Continued growth on MAPS/STAAR
Time built into the master schedule to help remediate struggling students
Resources to monitor and remediate struggling students
SST Committees to identify and put plans in place for struggling students

Student Achievement Summary

STAAR scores were better last year and showed growth, but we still have room to grow even more, especially in our SPED population. We will continue to use our SST team to plan for remediating students. We have also added Bobcat Learning for each grade level to give teachers time during the school day to remediate students and give students time to complete work and receive additional support in core content areas.

School Culture and Climate

School Culture and Climate Strengths

Above Average staff morale based on survey results

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

High standards for student attendance, academics, and behavior
Student Council
Multiple athletic opportunities
Small class sizes that allow teachers to build and strengthen relationships
Incentives to encourage students to follow school and district policies
Recognizing students and athletes of the week

School Culture and Climate Weaknesses

Lack of motivation
Accountability at home
Individual responsibility on behalf of students

School Culture and Climate Needs

Additional incentives to recognize students and a larger budget to do so

School Culture and Climate Summary

We are providing incentives to encourage students to want to come to school everyday and constantly monitoring attendance, behavior, and academics and taking steps to make sure students enjoy attending Fruitvale Junior High.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Above Average staff morale according to survey results
Teachers who are experienced within the field and their content area
Online recruiting of teachers through a variety of sources (ISD website and Region 7 Education Service Center)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Hiring fairs at Region 7
Staff Surveys
Retention stipends staff members can earn for every five years they are employed here
Teacher Incentive Allotment based on student growth and evaluations
Staff morale boosters held throughout the year
Donuts/Sonic drinks in the workroom
Recognizing teacher birthdays
Recognizing staff members of the month

Staff Quality, Recruitment and Retention Weaknesses

Calendar
Paraprofessional pay
Huge demands on time for staff
Additional duties/requirements for staff
Gaps in learning that teachers are trying to remediate

Staff Quality, Recruitment and Retention Needs

Better calendar
Additional money for incentives
Higher pay for hourly employees

Staff Quality, Recruitment and Retention Summary

Fruitvale Junior High is a great place to work. We try different ways to let our staff know they are appreciated and provide incentives for them to stay. As always more could be done to help teachers and staff. A 4-day calendar is the highest request by the Junior High staff.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

Aligned curriculum (Teks Resource System)
District and Campus Testing Coordinator
MAPs Data
Classroom guidance on HS endorsements provided by counselors
CTE information provided to students/parents
Multiple CTE classes offered
Training/Instructional Coaching provided to teachers based on their needs in the classroom

Curriculum, Instruction and Assessment Weaknesses

Lack of planning time
Too many days used for testing that take away from instruction
Loss of instructional time due to external conflicts

Curriculum, Instruction and Assessment Needs

More time for vertical alignment planning
More time training on technology tools in the classroom

Curriculum, Instruction and Assessment Summary

Fruitvale is blessed to have their own curriculum director, instructional coach, and testing coordinators. The belief is that too much time is spent on preparing for a test versus instruction in the classroom.

Family and Community Involvement

Family and Community Involvement Strengths

PTO Meetings

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Monthly Counselor's Newsletter
- Weekly Parent Emails
- Parent Contact Logs (Teachers)
- Yearly Parent Conference Days
- Social media posts (info, pictures, recognition, etc.)
- Parent/Student Surveys
- Parent Portal

Family and Community Involvement Weaknesses

- Lack of parental involvement

Family and Community Involvement Needs

- More opportunities for parents to be involved
- Monthly parent awareness nights

Family and Community Involvement Summary

A better partnership between parents in the school will help to improve all aspects on the campus.

School Context and Organization

School Context and Organization Strengths

- Strong administrative team that shares duties and responsibilities
- District ESL coordinator
- Full time diagnostician and SPED Director
- District dyslexia coordinator

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Campus 504 Coordinator

School Context and Organization Weaknesses

Staff members taking on multiple roles and getting burnt out

School Context and Organization Needs

More time to meet across different areas of concern.

School Context and Organization Summary

People and process in place are effective. More time working together will improve effectiveness over time.

Technology

Technology Strengths

1:1 Chromebooks
Lexia/IXL
Smart Panels in most classrooms
Google Suite (Classroom, Docs, etc.)
GoGuardian to monitor students internet activity
Cameras across the district
Variety of internet and software programs to assist teachers with classroom instruction

Technology Weaknesses

Comprehensive Needs Assessment

Some students have little access to technology or internet outside of the school
Some students are not able to use the technology available to them effectively
Better camera software

Technology Needs

District Instructional Technologist to train teachers on new hardware/software and more instruction for students on how to use and navigate technology safely and effectively.

Technology Summary

Overall, the district provides access to technology to help students and teachers and compared to similar size districts we are ahead on technology.

Resources

Resource	Source	Amount
ARP Homeless Grant	Federal	\$21,779
ESSER II	Federal	\$301,845
ESSER III	Federal	\$499,041
IDEA Special Education	Federal	\$82,916
REAP-SRSA	Federal	\$30,435
TCLAS - ESSER	Federal	\$376,118
Title I	Federal	\$115,849
Title IIA Principal and Teacher Improvement	Federal	\$16,181
Title IV Safe and Drug Free	Federal	\$10,000
BLGP - ELAR	State	\$121,394
CTE	State	\$593,017
Dyslexia Allotment	State	\$36,960
Instructional Allotment	State	\$25,022
State Compensatory	State	\$426,253
TCLAS - GR	State	\$328,744
Teacher Incentive Allotment	State	\$192,684

FRUITVALE MIDDLE

Goal 1. Fruitvale Junior High School will improve classroom instruction and student achievement through personalized learning.

Objective 1. Academic performance by Fruitvale Junior High students will continue to make appropriate progress to meet or exceed state standards by providing staff collaboration opportunities to plan for rigorous instruction in the classroom and teacher staff development to improve classroom instruction. Fruitvale Junior High will improve in each subject by 3% on MAP Growth and STAAR annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale Junior High School staff will continue with personalized learning for students and offer choices in learning to further increase student engagement in classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)	Blended Learning Project Manager, Director of Curriculum and Federal Programs, Instructional Coach, MS Principal, Teachers	Ongoing	(S)BLGP - ELAR	Criteria: Lesson Plans, Walkthroughs, TTESS Data
2. Fruitvale Junior High School teachers will be trained in and utilize data driven instruction to improve student achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 5.3)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal, Teachers	Ongoing	(F)ESSER III, (F)Title I	Criteria: Sign-In Sheets, Lesson Plans, Student Performance Data
3. Fruitvale Junior High School staff will utilize DMAC to monitor student progress and make changes to individual remediation plans based on data to improve student performance. (Title I SW Elements: 2.2,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3) (ESF: 5.2)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal, Teachers	Ongoing	(F)Title I	Criteria: Lesson Plans, DMAC Data, Student performance Data
4. Continue high quality implementation of instructional materials and training. (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504) (ESF: 4,4.1,5,5.3)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal	Aug 22-May 23	(F)ESSER II, (F)ESSER III, (F)IDEA Special Education, (S)BLGP - ELAR, (S)Dyslexia Allotment	Criteria: Lesson Plans, Walkthroughs, Student Performance Data
5. Increase critical thinking with the support of listening, speaking, reading, and writing across the content areas. (Title I SW Elements: 2.5) (Target Group: All,ECD,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal	Aug 22-May 23	(F)ESSER II, (F)ESSER III, (S)BLGP - ELAR	Criteria: Walkthroughs, Lesson Plans, Student Performance Data
6. Prioritize content vocabulary instruction in each course study. (Title I SW Elements: 2.5) (Target Group: All,ECD,ESL,AtRisk,Dys,504) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal	Aug 22-May 23	(F)ESSER II, (F)ESSER III, (S)BLGP - ELAR	Criteria: Walkthroughs, Lesson Plans, Student Performance Data

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Goal 2. Fruitvale Junior High School will improve student attendance.

Objective 1. Fruitvale Junior High School will improve student attendance by 1% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale Junior High will utilize the district truancy plan and increase communication with students and parents regarding the attendance policy and credit recovery. (Title I SW Elements: 2.3,2.6) (Target Group: 6th,7th ,8th) (ESF: 3)	Campus Secretaries, FISD Chief of Police, MS Principal, Teachers	Ongoing		Criteria: Attendance Reports/Letters (Ascender)
2. Fruitvale Junior High will provide incentives every 9 weeks for students who maintain 95% attendance or better. (Title I SW Elements: 2.1,2.2) (Target Group: 6th,7th ,8th) (ESF: 3.2)	Counselor(s), MS Principal, Teachers	Ongoing		Criteria: Attendance Reports (Ascender)

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Goal 3. Fruitvale Junior High School will provide a safe and secure learning environment for staff and students.

Objective 1. Fruitvale Junior High increase safety measures on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale Junior High School will implement a threat assessment team as required by the law on campus. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: 6th,7th ,8th) (ESF: 3)	FISD Chief of Police, MS Principal	Ongoing		Criteria: Training Completion Certificates, Sign In Sheets
2. Fruitvale Junior High School staff and teachers will work to improve student behaviors that reduce success in the classroom through discipline management plans and consistency district wide using the discipline management guide. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: 6th,7th ,8th) (ESF: 3)	Counselor(s), MS Principal, Teachers	Ongoing		Criteria: Discipline data in Ascender
3. Fruitvale Junior High students and staff will receive ongoing training on Standard Response Protocol and practice these strategies through regularly scheduled drills. (Target Group: 6th,7th ,8th) (ESF: 1)	FISD Chief of Police, MS Principal, Teachers	Ongoing		Criteria: Ensure all staff and students have been trained annually. Calendar and implementation of drills. Follow up with police chief and other administrators on things that need to be addressed.
4. Increase knowledge and undrestanding of behaviors that constitute bullying. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	Counselor(s), MS Principal	Oct 22	(L)Local Funds	Criteria: Calendar of Events, Parent/Student Feedback, Discipline Reports, Bullying Reports
5. Continue facilitation of the Character Strong and eemployability skills programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	Counselor(s), MS Principal	Ongoing	(L)Local Funds	Criteria: Calendar of Events, Classroom lessons, Parent/Staff/Student feedback

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Goal 4. Fruitvale Junior High School will recruit and retain highly qualified teachers. Teachers will be provided support and training to develop into master teachers.

Objective 1. Reduce turnover rates by 5% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale Junior High will ensure all staff receive the required staff development to maintain certifications, in accordance with the district staff development plan. (Title I SW Elements: 2.2) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1) (ESF: 2)	Director of Curriculum and Federal Programs, MS Principal, Teachers	Ongoing		Criteria: Sign-In Sheets, Annual Training, Training Certificates
2. Continue teacher incentive allotment with increased training on T-TESS and data analysis. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1,5,5.3)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal	May 22 - May 23	(S)Teacher Incentive Allotment	Criteria: Training Agenda and Sign In, T-TESS documents, BOY/EOY Data for TIA Review
3. Maintain ongoing communication and input from staff. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1)	Campus Improvement Team, Director of Curriculum and Federal Programs, Director of Special Education, Instructional Coach, MS Principal, Superintendent	June 22 - May 23	(F)TCLAS - ESSER	Criteria: Sign In Sheets, Agendas, Staff Surveys

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Goal 5. Fruitvale Junior High School will provide opportunities for parents to be equal partners in their child’s education.

Objective 1. Increase parent engagement and presence at events and in support of student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale Junior High School will provide opportunities for parents/community and students to interact at school sponsored/community events. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: 6th,7th ,8th) (ESF: 3.4)	Counselor(s), MS Principal, Teachers	Ongoing	(L)Local Funds	Criteria: Parent Sign In Sheets
2. Fruitvale Junior High teachers will make regular contact with parents via phone or email with a minimum contact of once per nine weeks. (Title I SW Elements: 2.1,3.1) (Target Group: 6th,7th ,8th) (ESF: 3.4)	MS Principal, Teachers	Ongoing		Criteria: Phone/email contact log
3. Fruitvale Junior High will send out weekly newsletters to parents and guardians using School Messenger and post regularly to social media regarding school events and important dates. (Title I SW Elements: 1.1,3.1) (Target Group: 6th,7th ,8th) (ESF: 3)	Counselor(s), MS Principal	Ongoing		Criteria: Emails through School Messenger and Facebook posts
4. Fruitvale Junior High will host a parent conference day annually in the Fall to schedule in-person meetings to discuss grades, data, and any other concerns they might have regarding their child's education. (Title I SW Elements: 3.1) (Target Group: 6th,7th ,8th) (ESF: 3.4)	Director of Curriculum and Federal Programs, MS Principal, Teachers	Ongoing		Criteria: Sign In Sheets, Parent Contact Logs
5. Utilize Screencastify or similiar platforms to develop trainings or share critical information with parents/guardians. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Counselor(s), CTE Administrator, Director of Curriculum and Federal Programs, Director of Special Education, MS Principal, Superintendent	Ongoing		Criteria: Posted training resources, parent/guardian feedback
6. Provide students with essential supplies for the school year. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Director of Curriculum and Federal Programs, MS Principal	Aug 22 - May 23	(F)ESSER III, (F)Title I	Criteria: POs, Supply Lists, Parent/Guardian Communication

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Goal 6. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus committees and district/campus administrators will review and analyze annual dropout records and current/pending cases. (Target Group: AtRisk)	District Improvement Team, McKinney Vento Liaison, MS Principal, Teachers	Ongoing		Criteria: PEIMS Records; RDA Reports
2. Attendance will be closely monitored with timely interventions for students with chronic absenteeism. Home visits will be conducted as needed. (Target Group: AtRisk)	Counselor(s), FISD Chief of Police, MS Principal	Ongoing		Criteria: Attendance Records
3. Continue DAEP with Rains ISD and utilize Edmentum to allow students to continue their education. (Target Group: 6th,7th ,8th)	MS Principal, Superintendent	Ongoing	(S)State Compensatory	Criteria: Number of students served in DAEP
4. Fruitvale Junior High will embed tutorial and intervention during Bobcat Learning to support student growth and mastery. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: ECD,ESL,EB,SPED,AtRisk,Dys,504,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 5.3,5.4)	Director of Curriculum and Federal Programs, Instructional Coach, Intervention Teachers, MS Principal, Teachers	Ongoing		Criteria: Map Growth, IXL, Lexia, DMAC Assessments, Ascender Grade Reports, STAAR Interim Assessments, STAAR
5. Students identified as pregnant will be 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) counseling services, if necessary. Health services from the school nurse. (Target Group: AtRisk)	Counselor(s), Dean of Student Services, Nurse	Ongoing		Criteria: CEHI Logs
6. Provide appropriate services to address the needs of students identified as homeless. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Counselor(s), McKinney Vento Liaison	Ongoing	(S)State Compensatory, (S)TEHCY	Criteria: Number of homeless students served
7. Utilize paraprofessionals to assist with tutoring struggling students within classrooms.	MS Principal, Paraprofessionals, Teachers	Ongoing	(F)Title I, (S)State Compensatory	Criteria: Increase in student achievement on benchmark

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Goal 6. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: AtRisk) (Strategic Priorities: 2,4)				assessments
8. Teachers will utilize resources such as the IXL, Lexia, and various curriculum resources to assist in the development of proper cognitive thinking processes and intervention for struggling students. (Title I SW Elements: 2.4,2.5) (Target Group: ECD,AtRisk,Dys,504,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 5.2,5.3,5.4)	Director of Curriculum and Federal Programs, Instructional Coach, MS Principal, Paraprofessionals, Teachers	Ongoing	(F)ESSER III, (S)BLGP - ELAR, (S)Instructional Allotment	Criteria: Improvement on student assessments
9. Explicit, direct, small group, multisensory instruction for students identified as dyslexic and in need of dyslexia services through the use of MTA and Amplio Programs. (Target Group: Dys) (Strategic Priorities: 2,4) (ESF: 3.3,5.3)	Dyslexia Teacher	Ongoing	(S)Dyslexia Allotment, (S)TCLAS - GR	Criteria: Number of dyslexic student served; Progress on MTA Mastery Checks

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Goal 6. Appendix

Objective 2. Higher Education Information Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent meetings will be scheduled to provide transition information, post-secondary awareness, and financial assistance for all parents of 8th grade students. (Title I SW Elements: 3.1,3.2) (Target Group: 8th) (Strategic Priorities: 3)	Counselor(s), MS Principal	Ongoing	(S)ICIA	Criteria: Participants attending meetings; Surveys
2. College and career awareness opportunities will be schedule for 8th-12th grade students to help students with certification and career opportunities. (Target Group: 8th) (Strategic Priorities: 3)	Counselor(s), MS Principal	Ongoing	(S)ICIA, (S)Lone Star, Yr. 3	Criteria: Participants attending; Surveys; Career Pathway Graduation Plans
3. Monitor CTE program to ensure campus is offering pathways leading to industry based certifications and ensuring persistence across academic years. (Target Group: CTE,6th,7th ,8th) (Strategic Priorities: 3)	Counselor(s), Director of Curriculum and Federal Programs, MS Principal	Ongoing	(F)TCLAS - ESSER, (S)CTE, (S)TCLAS - GR	Criteria: Personal graduation plans, Transcripts, CCMR tracker, course and IBC offerings

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Goal 6. Appendix

Objective 3. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Fruitvale Junior High staff will attend required Sexual Abuse and Prevention Training, Recognition of Maltreatment of Children, and Child Abuse & Trafficking Reporting Training. (Target Group: 6th,7th ,8th)	Counselor(s), Director of Curriculum and Federal Programs	August and September		Criteria: Documentation of training
2. Fruitvale Junior High will provide Dating Violence Awareness programs. Campuses will inform and publicize information in hallways. (Target Group: 6th,7th ,8th)	Counselor(s), MS Principal, Nurse	Ongoing		Criteria: Visual observations; Scheduled announcements
3. Fruitvale Junior High will recognize October as Bullying Awareness Month with a variety of activities and instruction. (Target Group: 6th,7th ,8th)	Counselor(s)	October		Criteria: Activities conducted and reported to campus administration
4. Fruitvale Junior High will participate in Red Ribbon Week and a variety of activities. (Target Group: AtRisk,6th,7th ,8th)	Counselor(s), Teachers	October		Criteria: Red Ribbon Week schedule of events
5. Fruitvale Junior High will provide staff and students training for the prevention, identification, and consequences of bullying. District policies regarding bullying will be communicated and posted as required. (Target Group: 6th,7th ,8th)	Counselor(s), MS Principal, Teachers	Ongoing		Criteria: Documentation of training
6. Early mental health intervention and suicide prevention training provided to all staff annually. (Target Group: 6th,7th ,8th)	Counselor(s), Director of Curriculum and Federal Programs	August and September		Criteria: Training documentation

Fruitvale ISD

Graduate Profile



Productive Citizen

Work Ethic | Integrity | Motivated

Life-Long Learner

Driven | Ownership | Decisive

21st Century Innovator

Problem Solver | Creative | Perseverance

Humble Leader

Communicator | Goal Setter | Collaborator

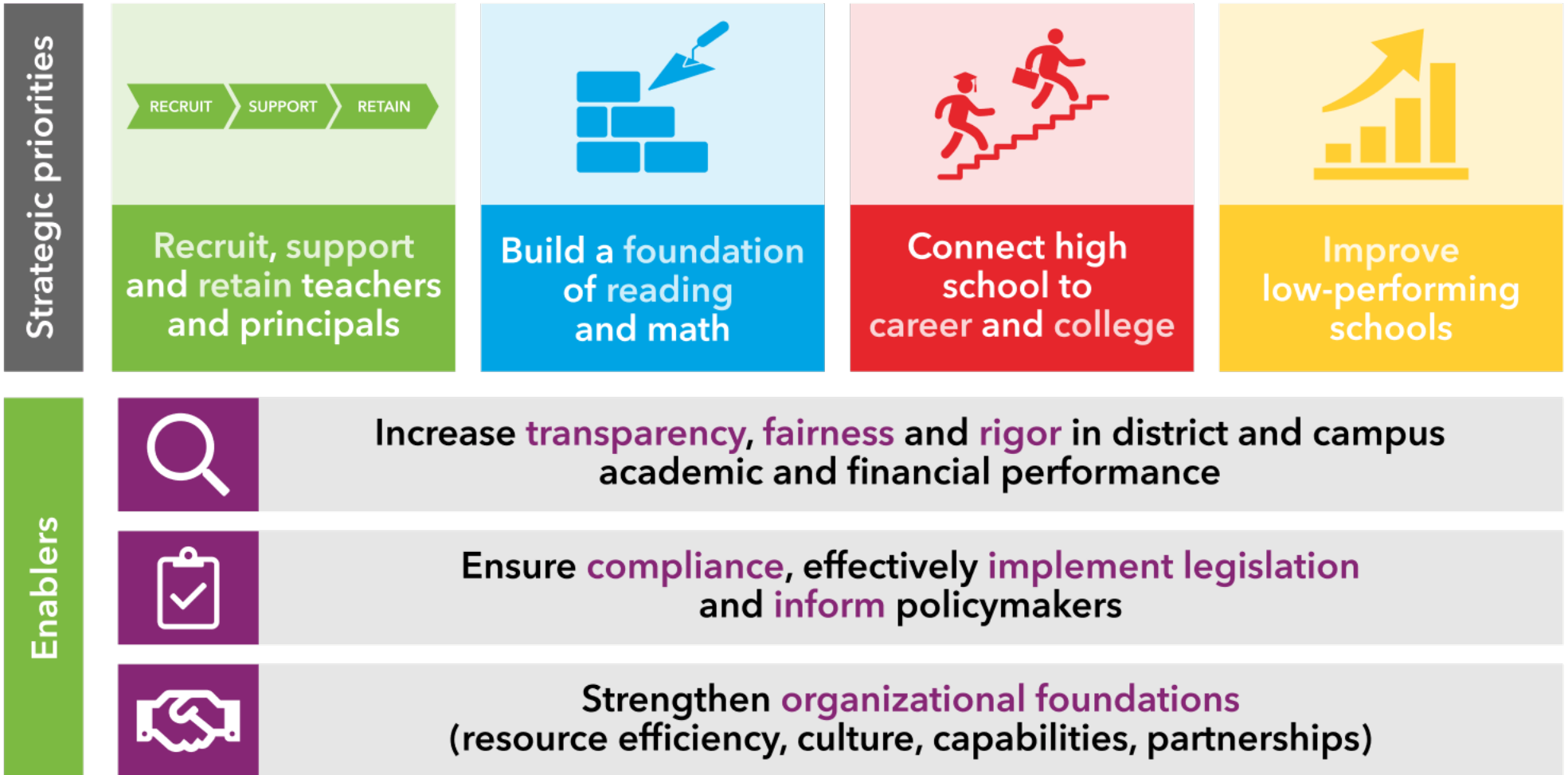
Global Minded

Adaptable | Flexible | Culturally Competent

Learners Today - Leaders Tomorrow



Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*