

FRUITVALE H S

Campus Improvement Plan

2022/2023

Learners Today - Leaders Tomorrow



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

11/11/2022

FRUITVALE H S

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 H S 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 H S Site Base

Name	Position
Laird, Virginia	HS Principal
Masterson, Amanda	Counselor
Barnes, Becky	Teacher
Tull, Ashley	Teacher
Crane, Karen	Teacher
Furrh, Terry	Teacher
Moore, Ronda	Secretary
Woodrum, Judy	Community Representative
Russell, Mandy	Parent Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Student enrollment and staff availability provides a small teacher-to-student ratio in our academic courses.
- Students have full access to all programs, such as CTE and extra-curricular. Potential barriers have been accessed and removed.
- Students continue to demonstrate high success rates on STAAR, with the campus' relative performance increasing to a score of 92 from 88.
- 100% of students are on track to receive CCMR credit and graduate high school in May 2023.
- Students across special programs receive various supports within their classes as well as through additional programs.
- Communications with parents/families are translated into the language of the home when requested.

Demographics Weaknesses

- Increase in student needs: economically disadvantaged, at-risk, and social-emotional.
- Parent-Family engagement needs to be strengthened across academics and programs.

Demographics Needs

- Continue to strengthen parent-family engagement.
- Continue to provide support services for students, such as McKinney Vento, social-emotional, college-career, etc.
- Increase staff awareness and training on supporting student needs and growth across student populations.

Demographics Summary

Student enrollment 113

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

- Campus rated as an A for multi-years with various distinctions.
- Campus continues to be designated as a P-TECH and T-STEM campus.
- Campus has TIA designated teachers who support student learning.
- Campus offers multiple CTE pathways with industry-based certification and work-based learning opportunities.
- Students have an opportunity to pursue dual credit courses and potentially earn an associate's degree with TVCC.
- UIL teams continue to perform successfully, with past teams winning at the state level.
- High participation in FFA and various FFA activities/projects.
- One-to-One Technology (Chromebooks)
- Wrap-around counseling support (academic, post-secondary, and social-emotional supports)

Student Achievement Weaknesses

- Band program has experienced a decline in enrollment.
- Boys athletic program struggles to maintain participation.
- Decline interest in CTE pathways, such as Engineering.
- CTE pathway persistence (picking and finishing a pathway) is low.
- Limited options for Work-based learning opportunities.
- CCMR percentage fell below 100% for 2021 and 2022 Accountability.
- Decline in STAAR performance on 2022 Accountability.
- Decline in Closing the Gaps on 2022 Accountability.
- English 1 and 2 STAAR results across multiple student groups fell below a 70% passing rate, and the overall passing rate is approximately 20% lower than the other STAAR assessments: Algebra 1, Biology, and US History.
- Students struggled to complete TSI reading with passing score; many students engage in multiple attempts to achieve the passing standard for the TSIA, which limits their dual credit options.

Student Achievement Needs

- Strengthen student reading and writing achievement as measured on TSIA and STAAR English 1 and 2 EOC.
- Increase industry-based certification options and align to CTE pathways.
- Increase work-based learning opportunities.
- Increase CTE pathway persistence.
- Continue to promote the importance of regular school attendance.
- Continue to grow student service and counseling supports for students, especially as specific needs arise.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

- Teacher-student relationships continue to promote high expectations for behavior and academics.
- Student participation in UIL, athletics, FFA, and student organizations.
- Ongoing student support activities, such as theme days.
- Participation in campus-based incentives.
- Weekly communication to staff and students via Principal newsletter.
- Ongoing communication to students via Counselor newsletter.
- Advisory period supports various student-based activities and needs.

School Culture and Climate Weaknesses

- Increased concern with vaping among students.
- Parent-Family engagement and/or support is limited, which impacts student engagement with school and extra-curricular programs.
- Increase student and parent/guardian awareness of the Student Code of Conduct and Student Handbook expectations.
- Increase student and parent/guardian awareness of the Student Athletic Handbook as well as any other program guidance/handbooks.

School Culture and Climate Needs

- Continue to monitor dress code concerns.
- Reorganize ISS to better support student needs.
- Increase access to programs and resources that support student awareness and social-emotional learning.
- Increase safety and health awareness for students and staff.
- Continue to implement incentives and activities that promote engagement and high expectations.
- Continue to apply the Student Code of Conduct and Student Handbook expectations consistently and fairly.
- Continue to apply the Student Athletic Handbook and other program guidance/handbooks consistently and fairly.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Multiple teachers have received TIA designations.
- Limited staff turnover for 2022-2023.
- District DOI process supports staffing needs.
- Staff involvement in student-based programs, activities, and organizations continues to grow.
- Continuity of staff assignments across multiple years.
- Increase staffing in areas, such as dedicated high school special education teacher, dedicated counselor to the high school, and dedicated campus principal to high school. In addition, campus has access to four paraprofessionals throughout the school day to support various programs and student needs.
- District provides stipends (when applicable) for additional roles.
- Teachers are able to access professional development through ESC Region 7.
- District/Campus strives to support additional professional development requests.

Staff Quality, Recruitment and Retention Weaknesses

- Limited access to substitutes at times.
- Campus size does not provide multiple teachers in a teaching area, which means teachers are left with multiple preps and limited collaboration opportunities for planning.
- Staff wears multiple hats, making time to plan and organize across responsibilities challenging.
- Campus continues to receive a small number of applicants for vacant positions.
- Time to support planning and training needs continues to be limited across the school year.

Staff Quality, Recruitment and Retention Needs

- Continue to promote and support the TIA designation process.
- Continue to increase recruiting efforts for open positions.
- Utilize the district DOI process when securing hard-to-fill positions.
- Utilize the district DOI process to support CTE course opportunities.
- Provide additional planning time for teachers (extra period when possible, coverage during advisory, half/full day planning days, work time on early release/in-service days).
- Build a campus calendar that supports training and committee needs.
- Increase staff recognition and celebrations.
- Increase feedback loops and communication with staff.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Continuous student success and growth on STAAR EOC assessments, with performance percentages above 90% in Algebra I, Biology, and US History.
- Students engage in multiple assessment opportunities throughout the school year to monitor student progress.
- Students have access to complete the TSIA assessment on campus.
- Students have an opportunity to complete the SAT assessment on campus (SAT School Day).
- Students have access to accelerated learning for STAAR assessments when needed via advisory or lab courses.
- Teachers in academic courses utilize TEKS Resource Systems, TEKS Guide, and Implementing the TEKS to guide curriculum and assessment decisions.
- CTE teachers utilize PLTW and/or iCEV to curriculum and assessment decisions.
- Teachers and students have access to courses via Edgenuity for academic and CTE courses.
- Students can access up to 40 hours of online and some face-to-face dual credit courses through TVCC.
- Campus continues to meet the requirements for P-TECH and T-STEM designations.
- Through the support of various grants, teachers have been able to purchase or access equipment, supplies, and technology to support their course and/or program needs.

Curriculum, Instruction and Assessment Weaknesses

- Teachers have multiple course assignments, which requires them to manage multiple curricula and resources.
- Students continue to struggle with completing the English 1 and 2 STAAR EOC as well as TSIA Reading and Writing with great success on the first administration.
- Students have access to a limited number of Industry-based certifications.
- Campus has limited work-based learning opportunities for students.
- Student participation in dual credit is limited due to TSIA requirements.
- Student access to face-to-face dual credit options is limited due to staff credentials. Students take most of their dual-credit courses online with TVCC.
- Course offerings are limited due to master schedule and teacher availability, so some courses have to be completed online with Edgenuity.
- Some CTE courses have limited access to curriculum resources, such as advanced technology courses (C#).

Curriculum, Instruction and Assessment Needs

- Provide student support for TSIA in math, reading, and writing.
- Monitor student progress on Edgenuity to ensure student success and completion of assigned courses.
- Utilize Edgenuity when course offerings or curriculum resources are limited.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- Increase the promotion of dual credit offerings, starting in grade 8.
- Explore additional curriculum resources for courses that have limited access.
- Explore how to best utilize and support online courses (Edgenuity and Dual Credit), so students learn how to manage online learning successfully.
- Increase contacts with industry partners to explore additional work-based learning opportunities.
- Explore work-based learning opportunities within the school setting.
- Utilize grant funds to increase access to curriculum resources and work-based learning opportunities.

Family and Community Involvement

Family and Community Involvement Strengths

- Campus provides multiple family and community involvement opportunities each school year: parent conference day, homecoming parade and community pep rally, Veteran's Day Celebration, pep rallies, Thanksgiving meal, senior night, and informational meetings.
- Teachers are available for conferences.
- Teachers and coaches utilize Remind and email to communicate.
- Campus sends a weekly communication to parents and students.
- Campus utilizes Facebook to promote engagement opportunities and to recognize students.
- School counselor holds regular meetings with parent/guardians and students.
- Campus supports the PTO, which meets monthly.

Family and Community Involvement Weaknesses

- Parent-Family engagement needs to be strengthened across academics and programs.

Family and Community Involvement Needs

- Continue to increase communication with parent/guardians across academic courses and programs.
- Continue to explore barriers that limit student and family involvement in programs, such as boys athletic program.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Continue to explore opportunities to engage the family and community across school programs, and not limited to athletics.
- Continue to promote family and community involvement in various campus committees (such as CIT) and student programs and organizations (such as PTO).

School Context and Organization

School Context and Organization Strengths

- Campus provides a small school setting for students.
- Students have the same teachers across multiple years, which allows them to build strong relationships and support student growth.
- Campus has maintain stability across staff and programs.
- All core classes are scheduled for the first six periods of the day, so that if students need to leave early for activities they're not missing core classes.
- Students attend advisory daily to support various academic, program, organization, and counseling needs.

School Context and Organization Weaknesses

- Master schedule needs and staff availability does restrict course offerings at times.
- Staff wear multiple hats to support the needs of entire campus program, which limits their availability and time.
- Facilities do not provide adequate space for all programs, such as band hall.
- Campus shares staff with other campuses, which affects supports and scheduling.

School Context and Organization Needs

- Continue to work closely with others campuses to manage support and staffing needs, especially in regard to paraprofessionals.
- Continue to monitor the student course needs as master scheduled decisions are made.
- Continue to maximize the use of advisory to support student academic, counseling, program, and organization needs.

Comprehensive Needs Assessment

Technology

Technology Strengths

- Students have 1:1 access to Chromebooks.
- Students have access to course materials via Canvas, Google Classroom, iCEV, PLTW, and/or Edgenuity.
- Students have access to online resources through online library services.
- Students have access to digital curriculum materials, such as online textbooks and platforms.
- Classrooms have access to smart projectors and/or Newline interactive boards.
- Teachers have access to a variety of digital resources to support curriculum and instruction needs.
- Students complete most course assessments through online programs, such as DMAC, STAAR, Google Classroom, Canvas, iCEV, PLTW, and others.
- All students have access to a school email to communicate with their teachers and to receive critical communications from teachers, principal, counselor, coaches, and sponsors.

Technology Weaknesses

- Maintain an inventory of Chromebooks for replace devices or outdated devices.
- Ensure students handle devices appropriately to extend the life of the devices.
- Maintain funding for digital resources as grants expire.

Technology Needs

- Explore budgeting needs for future purchases: devices and resources.
- Monitor student device use and repairs to extend the life of devices.
- Monitor the use of technology across classroom to ensure integration supports student learning appropriately.

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
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

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Goal 1. Fruitvale High School will continue to increase and improve communication with parents, guardians, students, and the community.

Objective 1. Parent/Guardians will indicate communication has been consistent and effective on the annual stakeholder survey(s). Event sign in sheets will demonstrate an increase in parent engagement. Teacher contact logs will demonstrate an increase in parent engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be provided training on new phone system in their classrooms. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	HS Principal, Network Administrator	August		Criteria: Parent contact logs from teachers throughout the year; Event sign in sheets; Annual Stakeholder survey(s).
2. A campus weekly update will be sent out via school messenger to communicate with parents and guardians. High School counselor and special education will send out monthly communication to parents and families. (Title I SW Elements: 1.1,3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	Counselor(s), HS Principal, Special Education Director	Ongoing		Criteria: Messenger log of messages sent to families.
3. Teachers will maintain weekly communication with parents/guardians including a goal to contact each parent at least once throughout the school nine weeks. (Title I SW Elements: 1.1,3.1) (Target Group: 9th,10th,11th,12th) (ESF2019: 5.1,5.2) (ESF2021: 3.4)	HS Principal, Teachers	Ongoing		Criteria: Parent contact logs.
4. FHS will encourage more posts concerning school activities and events on social media. (Title I SW Elements: 1.1,3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Facebook and social media check.
5. Provide students with essential school supplies for the school year to lessen the burden on parents/guardians. (Title I SW Elements: 1.1,3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	Director of Curriculum and Federal Programs, HS Principal, Teachers	Ongoing	(F)ESSER III, (F)Title I	Criteria: Students have the supplies needed to be successful in class.
6. Utilize Screencastify (or similar platform) to develop training or to share critical information with parents and guardians. (Title I SW Elements: 1.1,2.1,3.1) (ESF: 3.4)	Counselor(s), CTE Administrator, HS Principal	ongoing		Criteria: Produced/Posted Training Resources, Parent/Guardian Feedback
7. Collaborate with staff to increase parent	HS Principal	ongoing		Criteria: Event Flyers/Postings,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
engagement activities. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3.4)				Event Sign in Sheets, Parent/Guardian Feedback

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Goal 2. Student success will be a priority at FHS.

Objective 1. Overall student performance on STAAR will remain above 90% or increase by 3% annually. All graduates will earn CCMR credit. Students who complete TSI2 will meet or exceed the established standard for each subject test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale High School teachers and staff will work to develop citizenship through organizational activities that teach students about voting, elections, leadership roles and service in the school. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Campus Calendar of Events, Student roles and participation in events/activities, Student engagement activities
2. Fruitvale High School teachers will provide students the tools, training, and materials to monitor and track their own academic and social progress toward goals. (Title I SW Elements: 1.1,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1,3.2,5.1)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Walk-throughs, Student Artifacts, Advisory Lessons/Meetings
3. FHS will organize incentives for students who pass classes and attend tutorials. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (ESF: 3.2)	HS Principal	ongoing		Criteria: Monitoring of grades and attendance for those students who have enjoyed the incentives.
4. FHS will ensure 100% of graduating seniors earn College, Career, and Military Readiness (CCMR) credit, which aligns to the CCMR school board goals and expectations (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.1,3.3)	Counselor(s), HS Principal	Ongoing		Criteria: CCMR Tracker
5. FHS 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: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,5.3)	HS Principal, Teachers	Ongoing	(F)Title I	Criteria: Student performance data
6. Continue high quality implementation of instructional materials and training. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1)	Director of Curriculum and Federal Programs, HS Principal, Instructional Coach	ongoing	(F)ESSER II, (F)ESSER III, (F)IDEA Special Education, (F)TCLAS - ESSER, (S)CTE, (S)TCLAS - GR	Criteria: Weekly lesson plans, walk-throughs and observations, student performance data

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Objective 1. Overall student performance on STAAR will remain above 90% or increase by 3% annually. All graduates will earn CCMR credit. Students who complete TSI2 will meet or exceed the established standard for each subject test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 1.2,4.1,5.2)				
7. Increase critical thinking with the support of listening, speaking, reading, and writing across the content areas and within CTE courses. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,5.1,5.2)	Director of Curriculum and Federal Programs, HS Principal, Instructional Coach	ongoing	(F)ESSER II, (F)ESSER III, (S)CTE	Criteria: Walk-throughs and observations, lesson plans, student performance data

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Goal 3. Fruitvale High School will recruit and retain highly qualified teachers.

Objective 1. Reduce staff turnover by 5% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain ongoing communication and input with staff through a variety of channels, including committees, surveys, and staff collaboration. (Title I SW Elements: 1.1,2.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2.1)	HS Principal	Ongoing		Criteria: Feedback on surveys and feedback forms; agenda, minutes, and sign in sheets for committee meetings
2. Teachers will be asked to offer input in a variety of ways which will help develop incentives, provide PD and help develop a budding culture of collaboration and leadership at school. (Title I SW Elements: 1.1,2.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2.1)	HS Principal	Ongoing		Criteria: Feedback on surveys and feedback forms; agenda, minutes, and sign in sheets for committee meetings.
3. Ensure all staff receive the required staff development to maintain certifications, in accordance with the district staff development plan. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 1.2,2.1)	Director of Curriculum and Federal Programs, HS Principal, Instructional Coach, Teachers	Ongoing	(F)Title I, (S)CTE	Criteria: Training agendas and sign-in sheets, professional development certificates, student performance data
4. Continue to help teachers work toward the teacher incentive allotment with increased training on T-TESS and data analysis. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.1,5.2,5.3)	Director of Curriculum and Federal Programs, HS Principal, Instructional Coach	ongoing		Criteria: Student growth data; T-TESS data; Training agendas and sign-in; Data meeting agendas and sign-in
5. Campus will organize various incentives and activities to recognize the diligent efforts of our teachers. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (ESF: 2.1)	HS Principal	ongoing		Criteria: Incentive communications; recognition communications; staff surveys

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Goal 4. Fruitvale High School will provide a safe and secure learning environment for staff and students.

Objective 1. Campus will maintain compliance with the state's annual requirements for training, drills, emergency operating procedures, threat assessment, and other safety requirements as communicated. Staff, students, and parent/guardians will indicate effective safety measures have been implemented and maintained on annual stakeholder survey(s).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale High School will maintain a threat assessment team as required by the law on campus. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2,3.3)	FISD Chief of Police, HS Principal	Ongoing		Criteria: Threat Assessment Training Completion Certificates; Agendas, Minutes, and Sign-in Sheets
2. FHS will implement a safety protocol which will allow students and staff to feel safe while at school. These will include keeping interior and exterior doors locked, issuing staff backpacks with safety gear in it, and training students on various safety procedures. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2,3.3)	Counselor(s), FISD Chief of Police, HS Principal, Teachers	Ongoing		Criteria: Door checks; surveys; drill checks/follow-ups; training agendas, minutes, and sign-in sheets/rosters
3. Fruitvale High School will train staff in character building, emergency operations, and appropriate interventions with students. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2.1,3.2,3.3)	Counselor(s), FISD Chief of Police, HS Principal	Ongoing		Criteria: Training agendas, minutes, and sign-in sheets
4. Fruitvale High School staff and teachers will work to improve student behaviors that reduce success in the classroom through truancy plans, discipline management plans, and consistency campus wide. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2,3.3)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Attendance and discipline data in Ascender
5. Increase knowledge and understanding of behaviors that constitute bullying. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2,3.3)	Counselor(s), HS Principal	ongoing		Criteria: Campus calendar of events, parent/student feedback, discipline reports, bullying reports/investigations
6. Continue with the integration of employability skills within a course as well as	Counselor(s), HS Principal	ongoing		Criteria: Lesson Plans, Campus Calendar of Events,

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Goal 4. Fruitvale High School will provide a safe and secure learning environment for staff and students.

Objective 1. Campus will maintain compliance with the state's annual requirements for training, drills, emergency operating procedures, threat assessment, and other safety requirements as communicated. Staff, students, and parent/guardians will indicate effective safety measures have been implemented and maintained on annual stakeholder survey(s).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
embedded into other courses. (Title I SW Elements: 1.1) (Target Group: CTE,9th,10th,11th,12th) (ESF: 3.2,3.3)				Parent/Student/Staff Feedback
7. Transition campus to the Standard Response Protocol (SRP) system. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2)	FISD Chief of Police, HS Principal	October		Criteria: Training sign-in sheets for staff, campus calendar of events, posted SRP signs, drill records, parent communication
8. Continue student safety training to build capacity around safety and awareness. (Title I SW Elements: 1.1) (ESF: 1.2,3.2,3.3)	Counselor(s), HS Principal	ongoing		Criteria: Campus calendar of events, student feedback, training agenda/minutes/sign-in sheets

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Goal 5. Fruitvale High School will work to improve attendance for students and staff.

Objective 1. FHS will work to see a 2% improvement of attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fruitvale High School will offer incentives for student directly linked to attendance. (Title I SW Elements: 1.1,2.2) (Target Group: 9th,10th,11th,12th) (ESF: 3.2,3.3)	HS Principal	Ongoing		Criteria: Attendance data; incentive award data
2. Fruitvale High School will reach out to students who miss school and discuss options to help improve their attendance. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3.2,3.3)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Contact logs; attendance data
3. Implement the district truancy plan for both excused and unexcused absences. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.2,3.3,3.4)	HS Principal	ongoing		Criteria: Attendance reports and letters, Truancy plan documentation

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Goal 6. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus committee and district/campus administrators will review and analyze annual dropout records and current/pending cases. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (ESF: 1.2,3.3)	Counselor(s), HS Principal	Ongoing		Criteria: PEIMS 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)	FISD Chief of Police, HS Principal, Teachers	Ongoing		Criteria: Attendance Records
3. Continue DAEP with Rains ISD and utilize Edgenuity to allow students to continue their education. (Target Group: 9th,10th,11th,12th)	HS Principal, Superintendent	Ongoing	(S)State Compensatory	Criteria: Number of students served in DAEP
4. Tutoring provided to assist students struggling in academics. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 5.3,5.4)	HS Principal, Teachers	Ongoing	(S)State Compensatory	Criteria: Tutorial Sign-In Sheets; Report Cards
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), HS Principal, 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	(F)ESSER II	Criteria: Number of homeless student served
7. Utilize paraprofessionals to assist with supporting struggling students within	HS Principal, Paraprofessionals, Teachers	Ongoing	(F)ESSER III, (F)Title I, (S)State Compensatory	Criteria: Paraprofessionals schedules

FRUITVALE H S

Goal 6. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
classrooms. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (ESF: 1.2,2.1,3.3)				
8. Teachers will utilize 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,ESL,SPED,AtRisk,Dys,504,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 5.2,5.3,5.4)	Director of Curriculum and Federal Programs, HS Principal, Teachers	Ongoing	(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. (Target Group: Dys) (Strategic Priorities: 2,4) (ESF: 3.3,5.3)	Dyslexia Teacher	Ongoing	(S)Dyslexia Allotment	Criteria: Number of dyslexic students 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. Concurrent credit will be available to all eligible students. Service will be provided through Trinity Valley Community College, as well as multiple sources for online courses. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,3)	Counselor(s)	Ongoing	(S)State Compensatory	Criteria: Number of students enrolled in dual credit courses; Number of students passing dual credit courses
2. Parent meetings will be scheduled to provide transition information, post-secondary awareness, and financial assistance for all parents in 8th, 9th, and FAFSA night for parents. (Title I SW Elements: 3.1,3.2) (Target Group: 9th,12th) (Strategic Priorities: 3)	Counselor(s), HS Principal	Ongoing		Criteria: Participants attending meetings; surveys
3. College and career awareness opportunities will be schedule for 8th-12th grade students to help students with certification and career opportunities. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s)	Ongoing	(S)CTE, (S)Lone Star, Yr. 3	Criteria: Participants attending; Surveys; Career Pathway Graduation Plans
4. Fruitvale ISD will pay tuition and book fees for students attending dual credit classes. (Target Group: ECD) (Strategic Priorities: 2,3)	Counselor(s)	Ongoing		Criteria: Students passing dual credit classes
5. Montior CTE program to ensure campus is offering pathways leading to industry based certifications and ensuring persistence across years. (Title I SW Elements: 1.1,2.2) (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,2.1)	Counselor(s), CTE Administrator, Director of Curriculum and Federal Programs, HS Principal	Ongoing	(S)CTE, (S)TCLAS - GR	Criteria: Transcripts, Personal Graduation Plans, CCMR tracker (internal), Course and IBC offerings
6. Maintain the campus P-TECH designation. (Title I SW Elements: 1.1) (Strategic Priorities: 3) (ESF: 1.2,2.1)	CTE Administrator, Director of Curriculum and Federal Programs	annual		Criteria: P-TECH application; CTE state reports

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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 High School staff will attend required Sexual Abuse and Prevention Training, Recognition of Maltreatment of Children, and Child Abuse & Trafficking Reporting Training. (Target Group: 9th,10th,11th,12th)	Counselor(s), McKinney Vento Liaison	August and September	(F)Title I	Criteria: Documentation of training
2. Fruitvale High School will provide Dating Violence Awareness programs. Campuses will inform and publicize information in hallways. (Target Group: 9th,10th,11th,12th)	Counselor(s), HS Principal, Nurse	Ongoing		Criteria: Visual observations; Scheduled announcements
3. Fruitvale High School will recognize October as Bullying Awareness Month with a variety of activities and instruction. (Target Group: 9th,10th,11th,12th)	Counselor(s)	October		Criteria: Activities conducted and reported to campus administration
4. Fruitvale High School will participate in Red Ribbon Week and a variety of activities. (Target Group: 9th,10th,11th,12th)	Counselor(s), Teachers	October		Criteria: Red Ribbon Week schedule of events
5. Fruitvale High School 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: 9th,10th,11th,12th)	Counselor(s), HS Principal, Teachers	Ongoing		Criteria: Documentation of training
6. Early mental health intervention and suicide prevention training provided to all staff annually. (Target Group: 9th,10th,11th,12th)	Counselor(s)	August and September		Criteria: Documentation of training

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

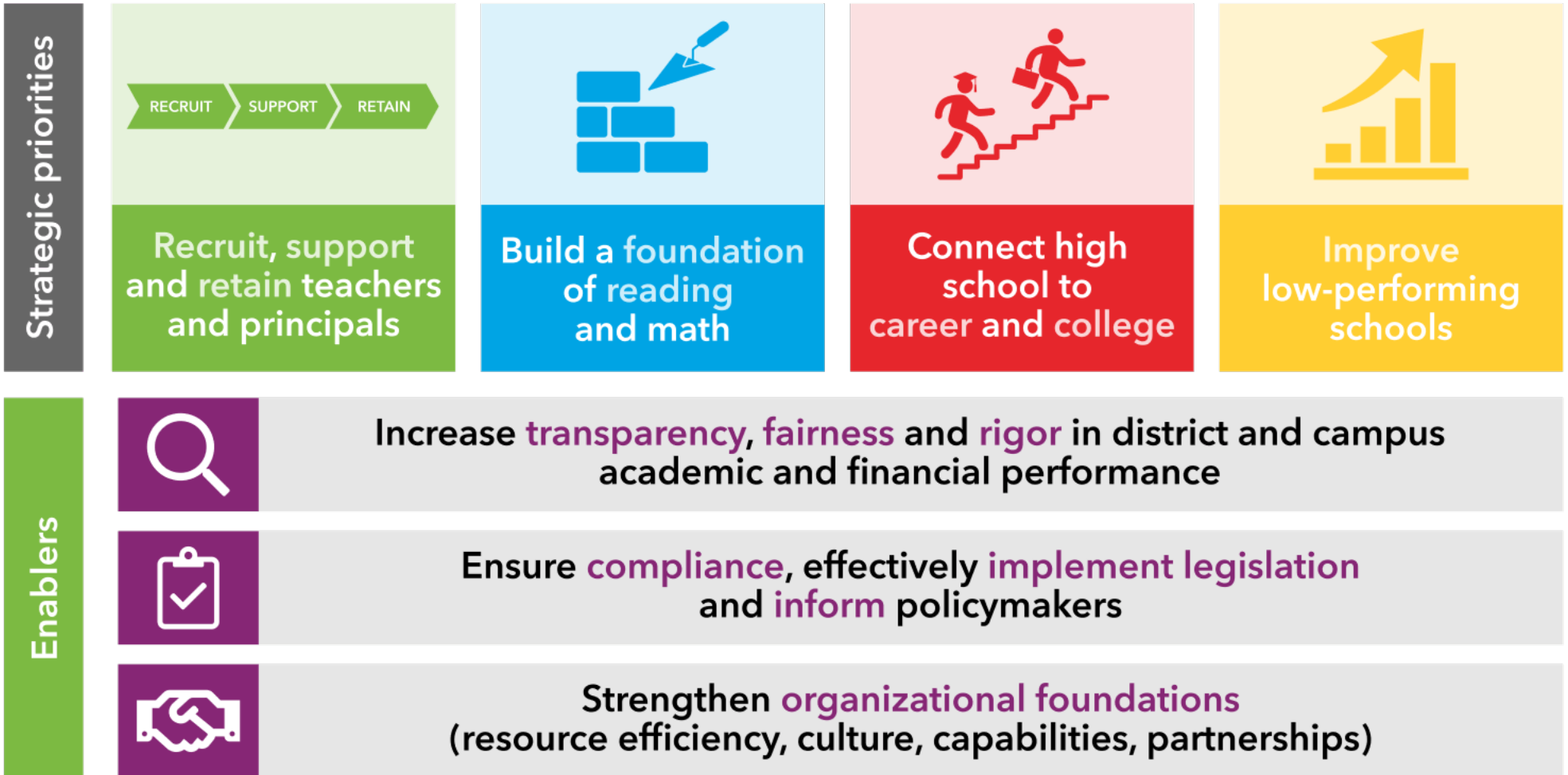
Global Minded

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>*