
FRUITVALE
JUNIOR HIGH SCHOOL

2009-2010 Campus Improvement Plan

FRUITVALE INDEPENDENT SCHOOL DISTRICT
TABLE OF CONTENTS

District Mission Statement.....	3
No Child Left Behind Components.....	4-6
District Site Based Improvement Team.....	7
Needs Assessment.....	8
District Goals.....	9
Fruitvale TAKS Results.....	10-12
Goal 1, Curriculum & Instruction.....	13-19
Goal 2, Attendance.....	20-23
Goal 3, Technology Education.....	24-27
Goal 4, Staff Development.....	28-32
Goal 5, Safe & Orderly Environment.....	33-37
Goal 6, Parental Involvement.....	38-40

FRUITVALE ISD
MISSION STATEMENT

It is the Educational Directive of the Fruitvale Independent School District to provide a quality education for every child, preparing them to take their place as a responsible citizen in an ever changing future. Education extends far beyond the mere passing along of facts and figures, but rather it is the process by which factual knowledge is transformed into wisdom. It is this process to which Fruitvale ISD dedicates itself.

FRUITVALE JUNIOR HIGH SCHOOL
IMPROVEMENT PLAN
2009-2010

Fruitvale ISD is a Title I Schoolwide District. The expanded opportunities in Title I for schoolwide programs are designed to assist schools to raise the achievement of all children,

but especially the poor, low-achieving, migrant, neglected, at risk of dropping out, and limited-English-proficient children.

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content (TEKS) and student performance standards (TAKS).
2. Schoolwide reform strategies that
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.
 - Use effective methods and instructional strategies that are based on scientifically based research that
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing extended school year, before-and after-school, and summer -school programs, and help provide an enriched and accelerated curriculum; and
 - include strategies to meet the educational needs of historically under-served populations (mentioned above), including girls, and women.
 - Address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include-
 - Counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - The integration of vocational and technical education programs: and

Address how the campus will determine if such needs have been met; and
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Are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Instruction by highly qualified teachers.
4. High-quality, ongoing **professional development** for teachers, principal, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high need schools.
6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve the performance of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.
 - For any student who has not met the standards, teacher-parent conferences.

THE CAMPUS PLAN SHALL ALSO INCLUDE THE NINE COMPONENTS THAT APPLY TO SCHOOL IMPROVEMENT, STAGE 1.

The plan shall –

1. incorporate scientifically based research strategies that strengthen the core academic program in schools
2. identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards

3. address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title 1, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119
4. include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress
5. address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement
6. incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year
7. specify the responsibilities of the SEA and the district under the plan, including specifying the technical assistance to be provided by the SEA and the districts responsibilities under 1120A
8. include strategies to promote effective parental involvement in the school
9. be implemented expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement.



FRUITVALE JUNIOR HIGH SCHOOL
Site Based Campus Improvement Team
Bill Boyd, Superintendent

Susan McCann, Business Manager
Rebecca Bain, Curriculum Director
Shely Boyd, District Counselor
Cristie Powell , Parent Representative
Jennifer Johnston, Parent Representative
Julie Gaither, Parent Representative
Kristie Morgan, Business Representative

JR High/High School

Mark Parkerson, Principal
Liz Mince, Librarian
Julie Goodson, Teacher
Gayla Byrd, Teacher
Terrie Hagood, Teacher
Randy Pool, Teacher
Brandi Smith, Teacher
Buddy Winstead, Teacher
Melissa Houser, Non-Teaching Professional
Mandy Yates, Secretary
Breezie Harris, Student
Delaney Nemec, Student



COMPREHENSIVE NEEDS ASSESSMENT
2009-2010

The following information sources provided the data for our comprehensive needs assessment. An in-depth review and disaggregation of data led to the development of the goals, objectives, and strategies included in this Plan of Action:

Texas Assessment of Knowledge and Skills (TAKS)
 State Developed Alternative Assessment (SDAA II)
 TAKS Benchmarks (COMPASS)
 Longitudinal AEIS Data
 AYP District Data Results
 PBMAS District Analysis Data
 Reading Proficiency Test in English (RPTE)
 Reading Fluency Assessment (DIBELS)
 Program Evaluations
 Staff Development Needs Survey
 Paraprofessional Training
 Parent Surveys
 Texas Primary Reading Inventory
 Number of certified staff
 Attendance Reports/Data
 Dropout Rate, Graduation/Completion Rate
 SSI Requirements

Needs Assessment Committees

Curriculum & Instruction	Attendance and Grading	Technology	Staff Development	Safe/Orderly Environment	Parental Involvement
Gayla Byrd	Gayla Byrd	Gayla Byrd	Mark Parkerson	Christie Powell	Kristie Morgan
Terrie Hagood	Terrie Hagood	Terrie Hagood	Gayla Byrd	Mark Parkerson	Mark Parkerson
Melissa Houser	Melissa Houser	Melissa Houser	Brandi Smith	Buddy Winstead	Jennifer Johnson
Julie Goodson	Julie Goodson	Julie Goodson	Shely Boyd	Shely Boyd	Shely Boyd
Liz Mince	Mandy Yates			Randy Pool	

2009–2010 DISTRICT GOALS FOR FRUITVALE ISD□

Goal #1: Academic performance by Fruitvale High School students will continue to improve to meet or exceed state standards in all areas reported on AEIS. Inclusion of Project Based Learning

Goal #2: School attendance by Fruitvale High School students will continue to improve and exceed 97% attendance.

Goal #3: Fruitvale High School will more fully integrate technology into the instructional program.

Goal #4: Fruitvale High School will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Goal #5: Fruitvale High School will employ strategies to create a safe and orderly environment for all students.

Goal #6: Fruitvale High School will promote strategies to strengthen parental and community involvement.

All performance goals identified in the NCLB legislature have been adopted by the district and are reflected in this Plan of Action.

CURRICULUM



INSTRUCTION

**FRUITVALE JUNIOR HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009-2010**

CAMPUS GOAL No. 1: Academic performance by Fruitvale High School students will continue to improve to meet or exceed state standards in all areas reported on AEIS.					
STRATEGY FOR GOAL: To encourage a higher performance standard in all areas of academic skills Freshman through grades Seniors.					
SUMMATIVE EVALUATION: Improved percentage of students passing all required portions of TAKS and any other required alternative testing.					
STRATEGY		PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
ACTIVITIES/INITIATIVES					
<p>A. Provide a challenging differentiated curriculum for identified students to reinforce skills needed for commended performance of Gifted/Talented students to achieve academic recognition on the TAKS. (swc 2a,8)</p> <ul style="list-style-type: none"> • Field trips • Academic projects • Participation in PBL • Participation in TAKS bootcamps 		Teachers Principals	TAKS specifications. G/T Funding Title Funds \$14051.75 1 FTE \$2639.54 (.25 FTE)	Monitor after Benchmarks and TAKS	Results on Practice TAKS and related materials
<p>B. Provide all students who perform unsuccessfully on TAKS Reading/Math Performance, Sp.Ed. sub</p>		Teachers	State Comp. Funds -payroll High School \$39026.70 (1.1 FTE's)	Monitor at 3-6 week progress period August – May	TAKS Scores will meet state standards Improvement on Benchmarks

<p>group, district wide with targeted TAKS tutorials during the 2009-10 school year. (swc 2,8,9) (SIP 2,4,6)</p> <ul style="list-style-type: none"> • TAKS Classes • Study Island, online tutorial • Daily tutorials 	Principals			
<p>C. Provide identified students with appropriate instruction and curriculum by the student intervention team and determine why the student failed to meet state standards. (swc 2) (SIP 5) *Use academic intervention team Reward incentives for classes passing TAKS</p>	Counselor Teachers Principal	<p>State Comp HS \$100 District \$2533.33</p> <p>Title Funds</p> <p>SP ED Funds</p>	Six weeks marking period	Lesson Plans Modification logs, grades, Benchmarks, TAKS testing results
<p>D. Provide Sp. Ed. Students with appropriate modified instruction and curriculum as determined by the ARD committee in the least restrictive environment to ensure students meet or exceed AYP standards. (CAP) (swc 2c) (SIP 2,4,5) Add SPED/MATH position Add Read 180 SPED aide Add 2 SPED inclusion Aide</p>	Teachers Resource Teacher Principal	<p>VZ Sp.Ed. Co-op Title I Part A ARRA Stimulus \$27,500.00 1.75 FTE's \$22237.50 1FTE & \$5262.50 .75 FTE Title I Part B – ARRA Stimulus \$132760. \$7002.50 1 FTE and \$6273.50 .5 FTE</p>	Monitor each 3-6 weeks progress period	Improved Benchmark scores Documentation of student mastery level on six-week grade reports.

	Principals	Title Funds \$19495.5 FTE		
E. Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Ed, ESL, Economically Disadvantaged and At-Risk students. (swc 2c,d, 9) <ul style="list-style-type: none"> Inclusion Tutorials TAKS Class Intervention 	Teachers	Sp.Ed. Funds ESL Funds ARRA Title XIV SFSF	Monitor monthly, annually	Utilize Academic Interventions Teachers monitor student performance periodically and evaluate student progress. Benchmark results Modification logs Parent Surveys
	Teachers	Grant Funds		
F. Utilize Title I school-wide Computer Labs for individual needs. (swc 2,9) <ul style="list-style-type: none"> A+ TIP Grant Credit Recovery: Odyssey Study Island Reading 180 G. Utilize cross-curriculum and vertical team meetings to share TAKS strategies and opportunities to analyze test data to identify student weaknesses. (swc 1,8,9) * DMAC	Principal Curriculum Director Elementary Principal Secondary Principal All Teachers	State Comp Funds \$966.67	Each six weeks August October January May	Documentation of student mastery level on grade reports. TAKS Results Odyssey Reports, Study Island Reports Reading 180 logs Chart individual student growth in Benchmarks and Six Weeks Reports
	Principals			
	Teachers		October	

<p>H. Use TAKS format on Benchmark tests to help develop and administer custom benchmarks. (swc 1,2,8)</p>	<p>Curriculum Director Counselor</p>		<p>January March</p>	<p>Benchmark Testing will indicate TEKS/TAKS objectives to be targeted that will increase student performance on TAKS test</p>
<p>I. Incorporate computer software programs into the curriculum to emphasize TAKS objectives. These programs will be accessible in all reading and math classrooms throughout the district. (swc 2)</p>	<p>Curriculum Director Principals Counselor Teachers</p>	<p>Computer Programs already in place.</p>	<p>Each six weeks</p>	<p>Improved test scores on TAKS</p>
<p>J. Use Reading 180 Program to expand reading skills. (Grades 9-12) (swc 2b,9)</p> <ul style="list-style-type: none"> • Incentives 	<p>Teachers Principals</p>	<p>Local Funds</p>	<p>Each Six Weeks/ELIM</p>	<p>Increase reading grade level Improvement in six weeks grades and benchmarks Test scores on TAKS Reading.</p>
<p>K. Identify all student reading levels and skill deficits using the STAR assessment program. (swc 2b,9)</p>	<p>Librarian Instructional Aides</p>	<p>Accelerated STAR program/software</p>	<p>Each six weeks</p>	<p>Reports indicating student increased reading levels</p>
	<p>Counselor Principals</p>		<p>August</p>	

<p>L. Personal Graduation Program: Analysis of AEIS data to improve student performance and create records and individual plans for students who did not pass a portion of TAKS. (SIP 2,4) (swc 2c,d,8)</p>	<p>Teachers</p> <p>Curriculum Director Principal Teachers</p>	<p>DMAC / PGP Software-Region VII ESC</p> <p>DMAC TPR/Tejas Lee Region VII ESC</p>	<p>November February May</p> <p>August January May</p>	<p>Students will pass all portions of TAKS</p>
<p>M. Utilize ethnic subpopulation report to identify student needs. (swc 1, 2c,d,8,9)</p>	<p>Superintendent Curriculum Director</p>	<p>Region VII ESC</p>	<p>August</p>	<p>Student improvement on TAKS and Benchmarks</p>
<p>N. Disaggregate TAKS data to identify difficulties and provide staff development training based on scientifically based research strategies to strengthen core academic subjects. (swc 1) (SIP 1,2,3) Establish:</p> <ul style="list-style-type: none"> • Best Practices • Interventions 	<p>Principals</p> <p>Superintendent Curriculum Director</p>	<p>Title I State Schoolwide Initiative</p> <p>Training Materials</p>	<p>May</p> <p>September</p>	<p>Student improvement: Reporting periods Benchmarks AEIS report</p>
<p>O. PBMAS: Implement performance goals identified in CIP. (swc 1,2,9)</p> <ul style="list-style-type: none"> • Student Intervention Teams • SWATT Manual Implementation • Continued Staff 	<p>Principals CIP Team SSA Personnel Region VII ESC</p>	<p>Local Funds Special Ed funds</p>	<p>October January May</p>	<p>Attendance records at curriculum meetings, requisitions for materials, completed SWATT</p>

<p>Development *DMAC *□Closing the Gap” * ARD Decision Making * TAKS/SDAA II Benchmarks *Utilize Tier II Resources (SIP 2,3,4,5)</p>	<p>Superintendent Curriculum Director</p>	<p>CATE Funds</p>	<p>November</p>	<p>Manual, TEA phone conferences, Improved Benchmarks, increase in the number of special ed students taking SDAA II on grade level and increase in special ed student taking TAKS</p>
<p>P. Review current CATE program. (swc 2, 10) *Additional CATE courses *Credit Recovery:Odyessy Software</p>	<p>HS Principal Region VII contact Superintendent Curriculum Director Principals</p>	<p>OEYP Funds ARI/AMI Funds</p>	<p>March June</p>	<p>Proposal for implementation of updated program for 09-10.</p>
<p>Q. Review Optional Extended Year Program (OEYP). (swc 1,9)</p>	<p>Superintendent Curriculum Director All Staff Principal</p>	<p>Contract with service center Local Funds</p>	<p>August-June</p>	<p>Decrease in student retention Parent Survey</p>
<p>R. Utilize services and training provided by the Region VII Service Center. (swc 4)</p>			<p>August 2009</p>	<p>Number of staff members attending training</p>
<p>S. Ensure successful transition from Middle to HS. Who are advancing to next level. (swc 2,7)</p> <ul style="list-style-type: none"> • 8th Grade Information Night • Transition Days 	<p>Librarian Principals</p>	<p>Special Ed Funds</p>	<p>November</p>	<p>70% of Kindergarten students passing Readiness Decrease retention at 6th and 9th Grades</p>

T. Purchase update for AR and Star Programs.

Improved reports indicating students reading levels and performance

U. Implement Reading Intervention Benchmarks Program for HS students who Struggle with reading

Curriculum Director
Principals
Sped Teachers

Title Funds \$6500

Aug-May

ATTENDANCE

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