



Hallie Randall Elementary Campus Improvement Plan for 2009-2010

Hallie Randall Elementary Campus Plan

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FRUITVALE INDEPENDENT SCHOOL DISTRICT 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 to which factual knowledge is transformed into wisdom. It is this process to which the Fruitvale Independent School District dedicates itself.

Building Tomorrow's Future Today

HALLIE RANDALL ELEMENTARY CAMPUS STATEMENT

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

Alive With Learning

Hallie Randall Elementary School

Campus Improvement Team

131 Van Zandt County Road 1901
Fruitvale, Texas 75127

Tara Erwin	Resource Teacher
Shari Jackson	Pre-Kindergarten Teacher
Schuyler Longacre	Kindergarten Teacher
Brittany Owens	Pre-Kindergarten Teacher
Angela Clark	First Grade Teacher
Shannon Orsborn	Elementary Principal
Susan McCann	District Level Person
Jana Brightmon	Parent Member
Ronda Moore	Parent Member
Jackie Fagg	Community Member
Reba Haptonstall	Community Member
Cara Jordan	Business Member
Melissa Daley	Business Member
Christi David	Instructional Aide
Cindy Hague	Recording Secretary

Needs Assessment for 2009–2010
The following instruments were examined:

1. AEIS Report 2008
2. AEIS Report 2009
3. Benchmark Testing Results (DMAC)
4. TAKS Specifications and Objectives
5. Pre-K Developmental Checklist Results
6. 2008-2009 Disciplinary Referrals
7. 2008-2009 Attendance Records
8. Parent Surveys – Conducted April 2009 (General, ESL, GT, EYP, Dyslexia)
9. Grade Reports – Six Week and End of Year
10. Elementary Faculty Input/Curriculum Meetings
11. Texas Primary Reading Inventory Results / DIBELS Results
12. Evaluation of 2008-2009 Campus Plan
13. RPTE Results for 3-5 Grade ESL Students
14. Practice TAKS Results for Grades K,1, and 2 Students
15. AYP Report
16. PBMAS Report
17. Professional Development – Evaluations and Surveys
18. Student Handbook
19. Analysis of Homeless Population
20. Staff and student surveys

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

2009-2010 Goals for Hallie Randall Elementary

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

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

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

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

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

FRUITVALE ISD
Hallie Randall Elementary Improvement Plan
2009-2010

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

CAMPUS OBJECTIVES FOR GOAL:

- A. Increase the number of students, screened by the **TPRI** in grades K-2, reading on level by the end of the year.
- B. Expect 95% or more of the 2009-10 third, fourth, and fifth grade students to pass the **Reading and Math** portions of the TAKS at the state standard.
- C. Expect 95% or more of the 2009-10 fourth grade students to pass the **Writing** portion of the TAKS at the state standard.
- D. Expect 95% or more of the 2009-10 fifth grade students to pass the **Science** portion of the TAKS at the state standard.
- E. Expect 95% or more of the 2009-10 students taking **TAKS, TAKS-M, TAKS-A, and TAKS-ALT** to reach their student expectation level.

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

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Identified Dyslexic students will have additional reading instruction using multi-sensory curriculum. Instruction will correlate with Dyslexia Plan. Plan will be reviewed and Revised as needed. (SWC 2c, 9)	Dyslexia Team, CEI Lab Personnel, Teachers, Special Ed.	Materials/testing, Mileage: Local Funds Special Ed. Funds	August January April	Results of performance monitored each six week period. CEI reports.
B. Refinement and continued work of the Accelerated Reading Program in grades 1-5. Maintain "AR" Six Weeks Award	Teachers, Computer lab personnel, Principal,	Local Funds	Report each six weeks	AR reports each six weeks. Teacher documentation of

<p>Parties: 1st 6 wks: Snow Cone Party 2nd 6 wks: Kickball/Dodgeball Party 3rd 6 wks: Move and Popcorn Party 4th 6 wks: Wii and Electronic Game Party 5th 6 wks: Board Game Party 6th 6 wks:-Picnic</p> <p>In addition to the Six Weeks Award Parties, students will receive a prize for reaching a new step. (SWC 2)</p>	<p>Librarian</p>			<p>students reaching individual goals.</p>
<p>C. Continue to strengthen use of all language arts curriculum by having K-5 benchmark alignment meetings and have students write regularly in content areas. (SWC 2 b, c)</p>	<p>K-5 Teachers, Special Ed. Teacher, Principal, Curriculum Director</p>	<p>LA curriculum – State Provided. Local Funding</p>	<p>Monitor October, January, and May</p>	<p>Teachers monitor progress with reading inventories, benchmark assessments, and oral reading improvements.</p>
<p>D. Continue CEI as a regular tutorial program for those who are at risk including ESL, dyslexia, K-3 reading initiative students. (SWC 2c, 9)</p>	<p>Lab Aides, K-5 Teachers, Principal</p>	<p>Special Ed. Funds</p>	<p>Monitor September and May</p>	<p>Pre and post test. Review student progress through six week reports, TPRI results, and TAKS practice test.</p>
<p>E. Purchase “Measure Up “ workbooks and continue to use Kamico and Step Up To TAKS for reading. (SWC 8)</p>	<p>2-5 Teachers</p>	<p>Local Funds</p>	<p>September</p>	<p>Measures of improvement on TAKS reading.</p>
<p>F. Continue and refine DIBELS for every student K-5th grades.</p>	<p>K-5 and Intervention Teachers and</p>	<p>Local Funds. \$1.00 per tested student for</p>	<p>January April</p>	<p>Student reports, and monitoring forms</p>

(SWC 8, 9)	Support Staff under their supervision	one school year for a DIBELS school student data report. Spec. Ed. Funds.		every 3 week/6 week intervals for struggling readers and 3 times a year for other students.
G. Library Skill classes continued for grades 3 and 5. (SWC 1,2,3)	Librarian	Local Funds	January April	Lesson Plans.
H. Continue Fluency Friends "Fry" Phrases for grades K -3. (SWC 2,9)	Principal Parents Teachers	Local Funds	November February	Fluency Friends and Phrases chart documentation
I. Continue RTI Administer TAKS/TAKS-M, TAKS -A, TAKS-Alt benchmarks at or near grade level to inclusion student (SWC 1,2,4,8,9)	K-5 reading teachers, SSA, curriculum director, principal, Spec Ed. Teachers, ESC.	Local Funds Special Ed funds.	October January May	Sign-in sheets for curriculum meetings and reading comm. meetings/training. Completed manual. Reports of benchmark testing. Reduction in the % of students receiving special education. Increase % of Special ed. students taking TAKS.
J. Continue Math Fluency Program for Grades 1-3 (SWC 2,3,8,9)	1 st -3 rd grade teachers Principal	Local Funds	December April	Acknowledgement at awards program
K. Implement Math Facts timed tests for grades K-5 (SWC 2,3,8,9)	K-5 th grade teachers	Local Funds	September April	Individual student progress monitoring

<p>L. Purchase and provide students “Measure Up” and Motivation Math workbooks for math. (SWC 8)</p>	<p>2nd, 4th and 5th grade – Measure Up(3rd gr) and Motivation Math, Math teachers</p>	<p>Local Funds</p>	<p>September</p>	<p>Measures of improvement on math benchmark testing.</p>
<p>M. At risk students will receive an extended instructional day through EYP Program. (SWC 2, 9)</p>	<p>Principal, EYP Instructors, Instructional Aides, Parents</p>	<p>OEY Funds Local Funds</p>	<p>February April</p>	<p>Report on retention rate for K-5. TAKS scores. TAKS Practice scores. RPTE scores. TPRI scores.</p>
<p>N. Provide inclusion for special ed. students in appropriate grade levels in language arts, math, science and social studies. (SWC 2, 9)</p> <ul style="list-style-type: none"> • Inclusion Teachers’ Meetings 	<p>K-5 Teachers, Special Ed. Teachers, Instructional Aides, Principal</p>	<p>Special Ed. Funds</p>	<p>January April</p>	<p>Track grades each six weeks, and report of TAKS M and TAKS scores for identified students.</p>
<p>O. Use TAKS format on reading, writing, math, and science Benchmark tests. Use college readiness tests for students. One dated writing sample will be placed in student’s writing portfolio each 6 weeks for K-5. (SWC 2, 3, 9)</p>	<p>Teachers K-5, Principal</p>	<p>\$966.66 State Comp Funds</p>	<p>October(K-5) January (3-5) TAKS Schedule (3-5) May (K-2)</p>	<p>Results of testing will be charted each six weeks. Results will be used to determine needs for instruction and tutorials.</p>
<p>P. Continue Title I school-wide program , "STAR" learning lab, and STAR tutorials for reading, writing , science, and math. Correlate individual</p>	<p>Teachers, Instructional Aides, Principal,</p>	<p>Local Funds</p>	<p>Monitor each six weeks</p>	<p>Parent /teacher survey responses. Increase in students’</p>

<p>student instruction with computer programs. (SWC 2, 3, 9)</p> <p>Q. Teachers will continue application of handwriting skills PK-5 using TEKS. (SWC 2)</p> <p>R. Continue campus alignment for writing, noting progression from one grade to the next, PK-5. (SWC 2, 8)</p> <p>S. Maintain and continue to add equipment, and materials to the science lab for use by all grade levels. Distribute a copy of the inventory to the teachers PK-5. (SWC 1, 2, 8)</p> <p>T. Continue to align science curriculum with at least one lab per 6 weeks. (SWC 2, 8)</p>	<p>Principal, Curriculum Director, Teachers PK-5</p> <p>Teachers PK-5, Curriculum Director, Principal</p> <p>Teachers PK-5 Principal</p> <p>Principal, Curriculum Director, PK-5 Teachers PK-5 Teachers PK-5</p>	<p>Local Funds</p> <p>Local Funds</p> <p>Science Materials Supplies, Equipment Local Funds</p> <p>Science alignment PK-5 using Dana Center Snapshots</p>	<p>Monitor November April</p> <p>Monitor November March</p> <p>September April</p> <p>January April</p>	<p>mastery level as documented in six week reports using reading inventories, local developed assessments, and computer reports.</p> <p>Writing samples for portfolio will demonstrate good usage of handwriting skills.</p> <p>Writing samples at each grade level to be placed in portfolio. Evaluate student's writing skill and progress each six weeks.</p> <p>Documentation of more lab time in lesson plans. Updated inventory.</p> <p>Lesson Plans and Curriculum documents. Lesson Plans and</p>
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U. Implement lessons about Freedom Week Grades PK-5	Principal	Local Funds	September	curriculum documents
V. Implement Map and Graphs Skills for K-5	K-5 Teachers Principal	Local Funds	October - May	Participation in UIL events, lesson plans
W. Improve parent awareness by informing parents about SSI, TAKS, TAKS-M, TAKS-A, TAKS-Alt specifications, Testing, requirements, and results. - flyers and letters to parents - Parents Night. (SWC 6)	Principal , Teachers, Counselor, Parents	Local Funds	September	Sign-In Sheets, End of year survey results.
X. Identified 504, Dyslexic, Sp. Ed., ESL, Economically Disadvantaged, and At-Risk Students and will address the needs of each student identified. - Modified instruction - tutorials - Added new position in Kindergarten. (SWC 2, 9,10)	Teachers, Principal, Curriculum Director, Instructional Aides, Special Education Teacher and Aide, ESL Teacher	Modification forms and logs. Modified curriculum. Regular tutorial periods, STAR lab tutorials, supplies Special Education Teacher and Aide Special Ed. Funds ESL Funds Local Funds Title Funds - \$19,495 .5 FTE ARRA Title XIV SFSF 11,390.50 for 1 FTE	Monitor each six weeks	Modification logs, grades, benchmark testing results will be charted and used to make appropriate changes for students.
Y. Gifted/Talented teachers will incorporate data and reinforce skills for 100% of G/T students	Teachers, Principal, G/T Coordinator	G/T funding (Code VII), Local Funds	Monitor each six weeks	Results on locally-developed performance measures for G/T

<p>to achieve commended on TAKS. Field trips, academic projects, and activities will be planned for G/T students. (SWC 10)</p>				<p>students, acquired during each 6-week benchmark-testing period.</p>
<p>Z. Prepare younger students for future academic skills test. Provide educational program for 3 and 4 year old students and components of School Integration Plan. - Head Start - Pre-Kindergarten (SWC 7, 10)</p>	<p>Superintendent, Principal Teachers Instructional Aides</p>	<p>ARRA Title XIV SFSF \$60,210.50 (\$30,380 for .68 FTE \$18,440 for .57 FTE, and \$11,390 for 1 FTE)</p>	<p>September April</p>	<p>Parent Survey. Parent conferences. Head Start home visits.</p>
<p>AA. Provide guidance and health services to students with need. (SWC 2)</p>	<p>Superintendent, Principal, Nurse, Counselor</p>	<p>Local Funds</p>	<p>November April</p>	<p>Logs, Parent Survey.</p>
<p>BB. Continue “Core Essential” Character Education Program in PK-5. (SWC 2b)</p>	<p>Elementary teachers, Principal, Counselor</p>	<p>Local Funds</p>	<p>November January</p>	<p>Number of participants, results, and campus ratings from event.</p>
<p>CC. Teachers will be given two release days during school year to attend workshops which include TAKS, TEKS, Integration of Technology into the curriculum, CEI, dyslexia, reading improvement strategies, autism, aspergers, writing, inclusion, science, CAP, RTI, TBSI, CIP. (SWC 4)</p>	<p>Principal</p>	<p>Workshops/substitute pay/mileage, Local Funds</p>	<p>November April</p>	<p>Participation rates of teachers in workshops, peer teaching, classroom implementation as seen in walk-throughs.</p>

<p>*Conferences *Team Meetings *Workshops</p> <p>DD. Recruit highly qualified teachers. Provide incentives to maintain highly qualified teachers. (SWC 3, 5)</p> <p>*Job Fairs *Universities *Applicants *Pay above state scale *Pay portion of insurance premiums *Lunch at no cost</p> <p>EE. Hold motivating pep rally for TAKS. (SWC 2c)</p> <p>FF. Continue The Six Minute Solution Reading Program (SWC 2,3,8)</p> <p>GG. Continue Reading and Writing A-Z to enhance core subjects (SWC 2,3,8,9)</p>	<p>Principal, Campus Improvement Team</p> <p>Principal, 1st – 5th teachers, aides</p> <p>Grades 2-5 teachers</p> <p>K-5 teachers</p>	<p>Local Funds</p> <p>Local funds</p> <p>Local Funds</p> <p>Special Ed. Funds Local Funds</p>	<p>May</p> <p>March</p> <p>November March</p> <p>November May</p>	<p>Highly qualified applicants for replacements or additions to faculty.</p> <p>Student survey results and % in attendance.</p> <p>Weekly Charts</p> <p>Comprehension skill test and retelling rubrics, TAKS scores for reading, writing, and science, student writing portfolio, TPRI, DIBELS results</p> <p>DIBELS, TPRI, TAKS</p>
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<p>HH. Continue using Reading Intervention Teacher, SWATT and Tiers (SWC 2b,2c,3,9)</p>	<p>Reading Intervention Teacher, SWATT teams, SpEd</p>	<p>Special Ed. Funds</p>	<p>November January March</p>	<p>reports, SWATT reports and meetings</p>
<p>II. Provide identified students with appropriate instruction and curriculum by the intervention team and determine why the student failed to meet state standards. (swc 2)</p> <ul style="list-style-type: none"> - reward incentive for classes passing TAKS 	<p>Diagnostician Teachers Principal</p>	<p>State Comp Funds \$1500 \$2533</p>	<p>Six weeks marking period</p>	<p>Lesson plans, modification logs, grades, benchmarks, TAKS testing results</p>
<p>JJ. Provide Special Education students with appropriate modified instruction and curriculum as determined by the ARD committee in the least restrictive environment to ensure students meet or exceed AYP standards.</p> <ul style="list-style-type: none"> - Add 2 special education inclusion aides (CAP)(swc 2c) (SIP 2,4,5) 	<p>Teachers Resource Teacher Principal</p>	<p>Special Education Funds VZ SpEd Coop Title I Part B-ARRA Stimulus \$14,005 (1 FTE) and \$4,705.13 (.375 FTE)</p>	<p>Monitor each 3 week progress period</p>	<p>Improved benchmark scores, documentation of student mastery level on six-week grade reports</p>
<p>KK. Provide all students who perform unsuccessfully on TAKS Reading, Math, and Science with targeted TAKS tutorials during the 2009-2010 school year. (swc 2,8,9) (SIP 2,4,6)</p>	<p>Teachers Principals</p>	<p>State Comp Funds – payroll \$47,269 (1.1 FTE)</p>	<p>Monitor at 3 week progress periods. August – May</p>	<p>TAKS Scores will meet state standards. Improvement on benchmarks.</p>
<p>LL. Provide staff development opportunities for all staff members.</p>	<p>Curriculum Director Principals</p>	<p>Title Funds Math/Science Coop</p>	<p>January April</p>	

<ul style="list-style-type: none"> - TBSI and CPI - Confidentiality - Math/Science - Video Conferencing - Paraprofessional Training 	Counselor	\$1,202.66 Video Conferencing \$400 Para Institute \$333.33	May	
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FRUITVALE ISD
Hallie Randall Elementary Improvement Plan
2009-2010

CAMPUS GOAL No. 2: Hallie Randall Elementary will maintain attendance at 97% or higher.				
PERFORMANCE OBJECTIVE: To encourage attendance at all grade levels.				
SUMMATIVE EVALUATION: To obtain and maintain student attendance at 97% in the 2009-2010 school year.				
STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
ACTIVITIES/ACTIONS				
A. Parents and students will be given health and wellness information including specific information on shots, hygiene, spreading of disease, and lice at Pre-K Registration, beginning of school year, and as needed throughout the year. (SWC 2, 6)	School Nurse, Principal	Handout/Brochures, Nurse-Salary Title I, Pre-K Expansion Grant, Head Start Funds and Local Funds	April	Frequent documentation of information dispensed to parents.
B. Students with perfect attendance will be recognized in the Van Zandt News. (SWC 2)	Principal, Secretary, Librarian, and Library Aide	Van Zandt News	Monitor each six weeks	Article added to library's " Kid's News Corner".
C. Students with perfect attendance will be recognized at the six weeks award programs. (SWC 2)	Principal, Secretary, Teacher	Local funds	Monitor each six weeks	Report from office.
D. Work collaboratively with Justice of the Peace to eliminate	Principal, Superintendent	Attendance Records, County Court System, Local funding/ budget,	Monitor each six weeks	Documentation kept of compulsory attendance letters

truancy. (SWC 2)				sent to parents.
E. Classroom with highest percentage of attendance for the six weeks will receive free snack bar lunch. First and second place will receive trophies to be displayed for the entire six weeks. (SWC 2)	Principal, Teacher, Secretary	Parents, Trophies Local funds	Monitor each six weeks	Six weeks record of classes with highest percent of attendance.
F. Classes with 97% attendance or higher will receive a certificate for their achievement and recognition at the awards program.	Principal Secretary	Printer generated certificates	Monitor each six weeks	Six weeks record of classes with attendance of 97% or greater
G. Students who had perfect attendance for the 6-weeks will receive a coupon for a free food or drink item from Sonic.	Principal, Sonic Secretary	Donation	Monitor each six weeks	Attendance records each 6 weeks
H. All students who receive perfect attendance the entire school year will have their name placed in a drawing for the end-of-year prize.	Principal Secretary	Local Funds/Donation	May	Attendance records for 2008-2009 school year.
I. All students who have perfect attendance will receive a \$10.00 check and a certificate of honor.	Principal Secretary	Local Funds	May	Attendance records for 2008-2009 school year
J. Students with perfect attendance during a six week period will have their name in a drawing for a \$5.00 gift certificate from Don's Dairy Bar.	Principal Secretary	Donations	Each six week period	Six Week Attendance records

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Hallie Randall Elementary Improvement Plan
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CAMPUS GOAL No. 3: Hallie Randall Elementary will increase parent/community communication and involvement.				
PERFORMANCE OBJECTIVE: Parents/Community will demonstrate a proactive involvement in the education of Fruitvale's children.				
SUMMATIVE EVALUATION: To increase Parent/Community involvement by sharing the responsibilities of education.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Meet and greet teachers. Students bring school supplies a day before school. Provide a handout of general information such as: classroom procedures, P.E./Conference times, lunch times, grading procedures, testing, homework & classroom responsibilities, etc. (SW C 6)	Elementary Teachers	Teachers, parents, sign in sheets, Local Funds	September	Sign-in sheet in classroom.
B. Orientation 30-45 min. segment for Head Start parents. Cover Policies, Procedures, and the 5 service areas of Head Start. (SWC 6,10)	Pre-K/Head Start Teachers, Head Start Facilitator, Principal	Teachers, parents, principal, Sign in sheets, Local Funds	September	Sign-in sheet.
C. Use two-45 minute segments during the Parent night to cover scheduling, grading procedures, testing, homework,	Teachers, Principal	Teachers, Principal, Classroom Packets, Local Funding	September	Parent evaluation form.

<p>Parent/Teacher conferences, classroom responsibilities, school wide compact, and scope and sequence of events for each grade level, and SSI requirements. (SWC 6)</p>				
<p>D. Expand PASS program— Partners Assisting Successful Students: - 100% membership - Robert's Rules of Order (SWC 6)</p>	<p>Teachers</p>	<p>Invitation to PASS events. Parent/Community members calendar of events, sign- in sheets, materials for events, & Event Evaluations. Local Funds</p>	<p>Monitor November April</p>	<p>Frequent documentation of “PASS” participation, sign- in book and a year end evaluation to be completed.</p>
<p>E. Literacy Day Pre-K–5 spring semester (SWC 6,10)</p>	<p>All staff</p>	<p>Teacher, Principal, Newspaper, community, Local Funding</p>	<p>Monitor May</p>	<p>Survey of reading participants.</p>
<p>F. Send out classroom letters/communication as needed, including a monthly event calendar. (SWC 6)</p>	<p>Teachers, Principal, Secretary</p>	<p>Teacher, Principal, Local Funding</p>	<p>Monitor May</p>	<p>Documentation folder kept of all correspondence sent to parents.</p>
<p>G. Maintain M.O.O.S.E. notebook (Management of Organizational Skills Everyday) Pre-K through 3rd. (SWC 6)</p>	<p>Elementary Teachers</p>	<p>Teacher, Parent, M.O.O.S.E. notebook, Student purchased</p>	<p>Monitor Daily</p>	<p>More communication kept between teacher and parent.</p>
<p>H. Teachers will make two parent contacts per week with positive</p>	<p>Elementary</p>	<p>Teachers, Principal,</p>	<p>Monitor</p>	<p>Documentation</p>

<p>news and/or communicate with parents when students need extra attention (failure to do homework, failing grades, poor attitudes, poor attendance, etc.)</p> <ul style="list-style-type: none"> • phone • visits (formal/informal) • conferences • letters/notes • M.O.O.S.E. notebook (SWC 6) 	<p>Teachers, Principal</p>	<p>Local Funding</p>	<p>May</p>	<p>folder of all correspondence sent to parents.</p>
<p>I. Articles will be published in the local newspapers and school newsletter when appropriate. (SWC 6)</p>	<p>Teachers, Principal, Secretary</p>	<p>Local Newspaper, Computer Software</p>	<p>Monitor November April</p>	<p>Keep a document folder of all newspaper articles regarding Hallie Randall Elementary students and activities.</p>
<p>J. Campus Improvement Team Meetings will be held on a regular basis. Include budget, planning, staff development, staffing, curriculum, and school organization. (SWC 1, 2, 3, 4,6, 7, 8, 9,10)</p>	<p>CIT Members</p>	<p>Region VII ESC, Principal, Superintendent, Copy Cost – Local Funding</p>	<p>Monitor September November January April</p>	<p>Monitor campus plan each six weeks. Review strategies as noted in working plan.</p>
<p>K. Make smooth transition for PreK, K, and fifth grade students by including tour of new classrooms, visit with teachers, counselor, and principal. Include parents in transition process. (SWC 6, 7, 10)</p>	<p>PK, K, 1st , 5th , 6th grade teachers and Jr. High and Elementary Principals</p>	<p>Information Sheets, Student/Parent Handbook Parent Letters - Local Funds</p>	<p>Monitor May</p>	<p>Documentation of parent sign- in sheet, student participation record, copy of info sheets.</p>

L. Encourage parental involvement in school activities.	Teachers PK - 5,	P.A.S.S.	Monitor	Sign-in sheets
M. Old Fashion Open House (Pre-K through 5th) for Public School Week. (SWC 6)	All Staff	Local Funds	September January	Sign-in sheets
N. Volunteer recognition for those giving six hours or more service during a six-week period. (SWC6) <ul style="list-style-type: none"> • Recognition at awards program • Article in newspaper 	Faculty, Secretary, and Principal	Flyers for description /invitation to Open House, Newspaper article, Snacks Local Funding	Monitor April	Sign-In Sheets, Parent Evaluation forms.
O. Have G/T Informational meeting with parents. (SWC 6)	G/T Coordinator, Principal	Local Funds	September	Sign In Sheets.
P. Parent Functions <ul style="list-style-type: none"> * Parent Compact Review * Parent Involvement Policy * Annual Report Card * AYP - Progress * School wide Plan for Title Funds * Parent Conferences 	Principal	Local Funding for any supplies	October February May	Sign In Sheets, Forms and documentation for suggestions

FRUITVALE ISD
Hallie Randall Elementary Improvement Plan
2009-2010

CAMPUS GOAL No. 4: Hallie Randall Elementary will more fully integrate technology into the instructional program.				
PERFORMANCE OBJECTIVE: By the year 2010, 90% of 5th grade students will meet or exceed the Technology TEKS standards.				
SUMMATIVE EVALUATION: A 10% increase in performance each year.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Training for staff on technology. In-service to include skills to master TEKS required at each grade level, teach technology competencies, and technological support. (SWC 2, 4, 9)	Technology Coordinator, Technology Team, Computer Lab personnel, Outside consultants	Local Funds Title Funds \$3000 (.08 FTE)	May	Self-evaluation. Sign-in Sheets.
B. Continue to implement Technology Scope & Sequence with continual review of scope & sequence at each level. (SWC 2, 9) PK-2 and 3-5	Technology Team, Technology Coordinator	Supplies, Local Funding	January May	Benchmark Tests. Documents for each grade level. G/T Products.
C. Continue integrating technology TEKS in the classroom instruction and use new Tech Lab for this purpose. (SWC 2, 9)	Technology Coordinator, Technology Team, Classroom Teacher Tech Team,	Supplies, Local Funding Title Funds - \$20,899 (1 FTE)	November May	Benchmark Tests Class Products. Lesson Plans. Evaluation Form-

<p>D. Continue to improve and maintain quality hardware, software, computers, and laptops for teachers. Add projectors, document cameras, screens, and smartboards to each classroom. Add more laptops to bring elementary to one to one computing. (SWC 2, 9)</p>	<p>CIT, Teachers, Principal</p>	<p>Local Funds Title I Part A-ARRA Stimulus \$6,544 IDEA-Part B ARRA Preschool Stimulus \$1,667 IDEA Part B-ARRA \$14,287 Title II, Part D Technology \$1,973</p>	<p>November</p>	<p>comments from parents.</p>
<p>E. Update and add software to teach reading, writing, and math for Star Lab. Study Island, Reading A to Z, Writing A to Z, United Streaming, and Think Central. (SWC 2, 9)</p>	<p>Technology Coordinator, Principal, Technology Team, Teachers</p>	<p>Tech Allotment, Local Funds</p>	<p>January</p>	<p>Improved skills shown by benchmark testing for reading, writing, and math.</p>
<p>F. Continue Tech classes for PK-5 and follow Technology scope and sequence. PK-5 will continue using Tech. Knowledge. (SWC 2, 9)</p>	<p>K-5 grade teachers and lab teacher</p>	<p>Salaries</p>	<p>April</p>	<p>Student progress reports each six weeks.</p>
<p>G. Upgrade equipment an infrastructure to support online testing and technology TEKS. Purchase new technology.</p>	<p>Superintendent Business Manager Computer Technician</p>	<p>State Comp \$7,500</p>	<p>August January</p>	<p>Online Testing and Speed of Network</p>

FRUITVALE ISD
Hallie Randall Elementary Improvement Plan
2009-2010

CAMPUS GOAL No. 5: A safe environment will be maintained at Hallie Randall Elementary.				
PERFORMANCE OBJECTIVE: Violence prevention and intervention strategies will be implemented.				
SUMMATIVE EVALUATION: Parents and students will be aware of the safe environment on the Hallie Randall Elementary Campus.				
STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. All visitors will check in at the elementary office. Visitors will receive a "Visitors Badge" which must be displayed while on campus. (SWC 10)	Elementary Staff	Sign-in Log Local Funding	Monitor daily - Report in May	Records of logs will be maintained as directed in record management information system.
B. All elementary staff will wear I.D. badges while on campus	Elementary Staff	Local Funds	Monitor daily	Peer Monitoring, spot checks classroom visits.
C. Revisit purpose, usage, and requirements of D.A.V.E. Curriculum with staff. (SWC 10)	Teachers, counselor	D.A.V.E. Curriculum Supplies as needed. Local Funding	Monitor each six weeks	Documentation each six weeks in lesson plans.
D. Continue use of Emergency Response Procedures including: *Code red – lock down *Code blue – bomb/bomb threat *Code green – fire drill *Code yellow – caution/alert (SWC 10)	Principal, Teachers, Superintendent	Materials – Local Funding	Monitor monthly Fall, Spring	Record of drills, times, dates, state report.

<p>E. Safety Presentations for faculty. Safety Inspections and maintenance of facility including locks on outside gates, and add new “notice” signs at the elem. entrance. (SWC 10)</p>	<p>Principal, Maintenance Superintendent, Nurse</p>	<p>Agendas, Short-Cut Safety Sheets, etc.</p>	<p>Monthly</p>	<p>Sign-in sheets. Complete inspection form.</p>
<p>F. Campus Safety Presentations</p> <ul style="list-style-type: none"> • Bike Safety • Red Ribbon Week • CPR for 5th graders • G/T Projects • Fire Safety <p>(SWC 10)</p>	<p>Principal, Van Zandt Sheriff Dept., Masons, H.S. Student Council, School Nurse, Ident-a-kid program, and Teachers</p>	<p>Van Zandt Sheriff Office, gym, Title IV funds</p>	<p>August prior to May</p>	<p>Lesson Plans, Journal writing, Illustration or poster contests, formal evaluation.</p>
<p>G. Review and evaluate safety and security of all entrances and exits when perimeter of fence is complete and new cameras are all working.</p>	<p>Principal, Teachers, Support Staff</p>	<p>Local funds</p>	<p>May</p>	<p>Results of safety issues noted on parent /teacher surveys. Safety reports, accident reports.</p>
<p>H. Prevention instruction on Bullying, violence prevention and intervention, and harassment. (SWC 10)</p>	<p>Principal, Counselor</p>	<p>Local funds State Comp Funds \$333.33 for campus assemblies</p>	<p>February</p>	<p>Annual discipline reports.</p>
<p>I. Review Wellness policy and evaluation. (swc 10)</p>	<p>SHAC committee Nurse</p>	<p>Title Funds \$3,333.33 (.07 FTE)</p>	<p>October February May</p>	<p>Attendance logs</p>

FRUITVALE ISD
Hallie Randall School Campus Improvement Plan
2009-2010

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

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

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

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