



FRUITVALE
INDEPENDENT SCHOOL
DISTRICT

2013-2014 District 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
Goal 1. Curriculum & Instruction.....	10-15
Goal 2. Attendance.....	16-18
Goal 3. Technology Education.....	19-22
Goal 4. Staff Development.....	23-27
Goal 5. Safe & Orderly Environment.....	28-31
Goal 6. Parental Involvement.....	32-34
Required Migrant Identification and Recruiting Action Plan.....	35-39

FRUITVALE ISD MISSION STATEMENT

Fruitvale Independent School District will provide a quality education for every child.

Foundation

Respect

Understanding

Integrity

Teamwork

Variety

Achievement

Leadership

Engagement

FRUITVALE ISD IMPROVEMENT PLAN 2013-2014

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 (STAAR).
2. School wide 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 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, 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 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 to offer 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 to offer teacher-parent conferences.

THE DISTRICT PLAN SHALL ALSO INCLUDE THE NINE COMPONENTS THAT APPLY TO SCHOOL IMPROVEMENT.

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 INDEPENDENT SCHOOL DISTRICT

Site Based District Improvement Team

Dr. Jennifer Jones, Superintendent

Rebecca Bain, Curriculum Director

Susan McCann, Business Manager

Kim Pettiet, District Nurse

Amber Smith, Parent Representative

Jackie King, Community Representative

Jerry Crane, Business Member

April Babovec, Community Representative

Angela Lassiter, ACE Site Coordinator

Iris Bennett, Dietary Representative

JR High/High School

Charles Harford, Principal

Ashley Simmons, Teacher

Allison Maxfield, Teacher

Kasey Harris, Teacher

Fran Humphrey, Teacher

Amanda Masterson, Counselor

Emma Shaw, Student

Hallie Randall Elementary

Zach Masterson, Principal

Darlene LaPrade, Teacher

Alynda Davis, Teacher

Leslie Joslin, Counselor

Tara Erwin, Teacher

Tammy Koonce, Aide

Luke Masterson, Student



COMPREHENSIVE NEEDS ASSESSMENT 2013-2014

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.

STAAR BENCHMARKSs (DMAC) Longitudinal AEIS Data AYP District Data Results PBMAS District Analysis Data TELPAS Reading Fluency Assessment (DIBELS) Program Evaluations Staff Development Needs Survey	Parent, Teacher, and Student Surveys Texas Primary Reading Inventory Number of certified/highly qualified staff Attendance Reports/Data Dropout Rate, Graduation/Completion Rate SSI Requirements FAST report School Safety Audit
--	--

Needs Assessment Committees

Curriculum & Instruction	Attendance	Technology	Staff Development	Safe/Orderly Environment	Parental Involvement
Charles Harford	Zach Masterson	Susan McCann	Rebecca Bain	Dr. Jennifer Jones	Amanda Masterson
Allison Maxfield	Ashley Simmons	Angela Lassiter	Kasey Harris	Darlene LaPrade	Leslie Joslin
Alynda Davis	Kim Pettiett	April Babovec	Jerry Crane	Fran Humphrey	Iris Bennett
	Tammy Koonce	Tara Erwin		Amber Smith	Jackie King
		Luke Masterson		Emma Shaw	

2013-2014 DISTRICT GOALS FOR FRUITVALE ISD:

Goal #1: Academic performance by Fruitvale ISD students will continue to improve to meet or exceed state and federal standards in all areas.

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

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

Goal #4: Fruitvale ISD will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers and increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by end of 2013-2014, or later if applicable exception.

Goal #5: To provide ongoing principles and effective practices for school safety and security.

Goal #6: Fruitvale ISD 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 ISD DISTRICT IMPROVEMENT PLAN 2013-2014

DISTRICT GOAL No. 1:

Academic performance by Fruitvale ISD students will continue to improve to meet or exceed state and federal standards in all areas.

STRATEGY FOR GOAL: To encourage a higher performance standard in all areas of academic skills Pre-K through grades 12.

SUMMATIVE EVALUATION: Improve the percentage of students passing all required portions of STATE Assessments and any other required testing.

STRATEGY	PERSON(S)	RESOURCE	TIMELINE	FORMATIVE
----------	-----------	----------	----------	-----------

ACTIVITIES/INITIATIVES	RESPONSIBLE	ALLOCATION		EVALUATION
<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 STAAR. (swc 2a,8)</p> <ul style="list-style-type: none"> • Field trips • Dual Credit • Review our District GT Plan to align with the State Plan • TSTEM Project Based Learning 	<p>Principals GT Coordinators and Teachers</p>	<p>STAAR specifications. G/T Funding State Comp Funds HS \$41,094 (.5 FTE)</p>	<p>Monitor after fall and spring benchmark.</p>	<p>Results on benchmarks and STAAR</p>
<p>B. Provide all students who perform unsuccessfully on STAAR Reading, Math, Science, and Social Studies district wide with targeted STAAR tutorials during the 2013-2014 school year. (swc 2,8,9) (SIP 2,4,6)</p>	<p>Teachers Principals</p>	<p>Local Funds Grant Funds</p>	<p>Monitor at 4.5 week progress periods August – May</p>	<p>STAAR Scores will meet state standards Improvement on benchmarks.</p>
<p>C. Curriculum materials analyzed for each course and materials purchased for supplemental as needed.</p>	<p>Superintendent Curriculum Director Teachers IMA Team</p>	<p>IMA Funds</p>	<p>August</p>	<p>STAAR Scores/ Materials list</p>
<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 and state standards. Evaluate SPED placements and testing to meet PBMAS and System Safeguards in state accountability.</p>	<p>Teachers Resource Teacher Principal</p>	<p>Local and State Funds</p>	<p>Monitor at each 4.5 week progress period</p>	<p>Improved benchmark scores Documentation of student mastery level on nine-week grade reports</p>

(CAP) (swc 2c) (SIP 2,4,5)				
E. Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Ed, ESL, White, Economically Disadvantaged and At-Risk students. (swc 2c,d, 9,1,8) <ul style="list-style-type: none"> • Inclusion • Tutorials • Intervention • ACE Program • RTI Programs 	Principals Teachers ACE Site Coordinator	Title 1 and 2 Funds \$34,237 District (2 FTEs) Elm \$19,347 (1 FTE) HS/JH \$14,890 (1FTE) State Comp Funds ELEM \$40,980 (1.25 FTE) Compensatory \$69,111 (5FTEs) ELEM \$56,041 (4 FTEs) JH \$6535 (.5FTEs) HS \$6535 (.5 FTEs) SP. Ed. Funds ESL Funds	Monitor each nine weeks	Utilize Academic Interventions Teachers monitor student performance periodically and evaluate student progress. Benchmark results 504 Modification logs Parent Surveys
F. Integrate Technology TEKS into core classes (swc 2,9)	Teachers Principal Curriculum Director	Grant Funds	Each nine weeks	Student Surveys
G. Utilize vertical team meetings to share STAAR instructional strategies and opportunities to analyze test data to identify student weaknesses. (swc 1,8,9) *DMAC State Assessment and Tekscore data	Curriculum Director Elementary Principal Secondary Principal All Teachers		August October January May	Review DMAC reports
H. Use STAAR format on benchmarks. Use college readiness tests for students. (swc 1,2,8)	Principals Teachers Curriculum Director Counselor	Local Funds State Comp funds for testing supplies Elem \$1000 JH \$400 HS \$900	October January March	Benchmark Testing will indicate TEKS/STAAR objectives to be targeted
I. Use Accelerated Reader Program	Teachers	Accelerated STAR	Beginning and	Increase in number

to expand reading skills. Identify all student reading levels and skill deficits using the STAR assessment program. (Grades 1-8) (swc 2b,9)	Principals Librarian	program/software	End of School for testing	of books read Improvement in nine weeks grades and benchmarks. Test scores on STAAR Reading.
J. Provide educational programs for 3 and 4 year olds and components of School Integration Plan. (swc 2,3,10) <ul style="list-style-type: none"> • Head Start / PreK • Continue current positions for Pre-K/ Head Start 	Superintendent Elem. Principal Teachers Instructional Aides	Region VII ESC Head Start Funds State Comp Money ELM \$86,158 (2.36 FTE) Teachers \$11,560 (1 FTE) Aide	August-May	Parent Surveys
K. Analysis of state and federal assessment data to improve student performance and create records and individual plans for students who did not pass a portion of STAAR. (SIP 2,4) (swc 2c,d,8)	Curriculum Director Principals Teachers	DMAC State Comp \$4530 Title Funds \$10615 (.125 FTE)	August October January May	Students will pass all portions of STAAR
L. Disaggregate STAAR 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: <ul style="list-style-type: none"> • Best Practices • Interventions 	Superintendent Curriculum Director Principals	Title Funds \$10615 (.125 FTE)	May	Student improvement: Reporting periods benchmarks Accountability Report
M. Performance Base Monitoring: Analyze documents for areas of improvement. (swc 1,2,9) (SIP 2,3,4,5)	Superintendent Curriculum Director Principals CIP Team		September	PBM Findings, reports in areas of need
N. Review current programs and TEKS. (swc 2, 10) ➤ CATE	Superintendent Curriculum Director HS Principal		March	Proposal for implementation of updated programs.

<ul style="list-style-type: none"> ➤ Engineering ➤ TSTEM courses and student offerings 				
O. Continue ACE program for afterschool tutorials and educational extensions. (swc 1,9)	Superintendent Curriculum Director Principals ACE Site Coordinator		March	Decrease in student retention Parent Survey
P. Ensure successful transition from Head Start /PreK/K to Elem, Elem to Middle, and Middle to HS. (swc 2,7)	Principal	Local Funds	May	Parent Surveys STAAR Scores TPRI Scores
Q. Begin Learning Walks (Block Parties) to improve instructional strategies in the classrooms.	Principals and Teachers		Aug-May	Professional development offerings
R. Continue Reading Intervention Program (Read 180) for Elem/JH/HS students who struggle with reading and Reading Intervention Specialist at Elementary.	Curriculum Director Principals Teachers	Local Funds Compensatory Funds \$3500 CEI software	Aug-May	Periodic BENCHMARKSs to track student progress in ISAM/TPRI/DIBELS
S. Continue Current Library Positions for District <ul style="list-style-type: none"> • Librarian • Librarian Aide 	Admin Team	Local Funds	March Budget	Library Usage/ AR Logs/ Library Checkout Logs
T. Continue administrative position for curriculum and instructional services, federal programs, grant writing and reporting, State and district testing, textbook coordination, Reporting and appeals for ACCOUNTABILITY REPORT/AYP/PBM/SPP, DIT and DIP, employee credentials, staff development planning and reporting, district surveys etc.	Admin Team	Title Funds \$53,078(.625 FTE)	March Budget	All program and reporting requirements completed

U. Rewards for all students who are commended on STAAR tests.	Admin Team	State Comp \$3000 District \$1000 ELEM \$1000 JH \$1000 HS	March Budget	STAAR Results
V. Implementation of CSCOPE IFD and Assessments	Curriculum Director Principal Teachers		Each 9 weeks	STAAR and BENCHMARKS results
W. Implement suicide awareness into advisory meetings with students	Counselor Teachers		Fall	Counselor training notes

ATTENDANCE

FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2013-2014

DISTRICT GOAL No 2: During the 2013-2014 school year, Fruitvale School District attendance will increase to 97%.

STRATEGY FOR GOAL: Improve student attendance at all grade levels district wide.

SUMMATIVE EVALUATION: Results of student attendance at the end of year 2013-2014 will indicate improved student performance in areas such as dropout, increased completion rate, and improved STAAR scores.

STRATEGY	PERSON(S)	RESOURCE	TIMELINE	FORMATIVE
ACTIVITIES/ACTIONS	RESPONSIBLE	ALLOCATION	Twice	EVALUATION
A. Continue attendance improvement programs at each campus <ul style="list-style-type: none"> • Offer rewards and incentives 	Principals Committee members	Local Funds	Each nine weeks Per 4.5 weeks	Daily Attendance Records, Early Checkout Records, Response to Incentives
B. Procedures: <ul style="list-style-type: none"> • On the 2nd consecutive absence the school will contact the parent inquiring about the student. • Principal Warning Letter-3 unexcused/10 excused • Superintendent Letter-5 unexcused/15 excused (swc 2)	Superintendent Secretary Principal Counselor Teachers	Local Funds	Daily	Documentation records kept of contact to parents & Guardians.
C. Host periodic attendance contests between grade levels, classes and students. (swc 2)	Secretary Principals Teachers	Local Funds Incentives and Supplies Attendance Records Posters, Banners, Bulletin Boards	January May	Attendance Summary Reports by grade levels, classes and students.
D. Work cooperatively with the Justice of the Peace to address compulsory attendance requirements. (swc 2)	Superintendent Principal Secretary	Local Funds Attendance Records County Court System Parents	Daily	Documentation kept of compulsory attendance letters sent to parents.
E. Review and update legal and local policies concerning attendance. (swc 2, 6)	Superintendent Principals District Committees	Local Funds	August January May	Completion of attendance handbook
F. Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct. (swc 2)	Principal		Monitor monthly	Number of students participating

G. Decrease dropout rate through increased attendance. (swc 2)	Principals Counselor Secretary			Number of students targeted
H. Promote parent awareness of the importance of maintaining daily attendance by each principal sending a letter on attendance to all students. Attendance tab on website.	Principals		Monitor Quarterly	Improved attendance rates
I. Attendance Software: TxEIS to aide in consistent and accurate record keeping.	Secretaries PEIMS Coordinator Principals		Monitor Monthly Monitor daily	Attendance Reports
J. Continue AEP on district grounds with core teachers.	Administrative Team Teachers	Compensatory Funds HS \$38,727(1 FTE)	Each nine weeks	Budget AEP student #s

TECHNOLOGY EDUCATION

FRUITVALE ISD DISTRICT IMPROVEMENT PLAN 2013-2014

DISTRICT GOAL No 3: Fruitvale will more fully integrate Technology into the instructional program.

STRATEGY FOR GOAL: Encourage teachers and students to incorporate technology into every subject's curriculum.

PERFORMANCE OBJECTIVE: Expand the technology plan to provide continued services and assistance to meet the needs of all students.

SUMMATIVE EVALUATION: Improved student performance on STAAR through integration of technology in the classroom.

STRATEGY	PERSON(S)	RESOURCE	TIMELINE	FORMATIVE
ACTIVITIES/ACTIONS	RESPONSIBLE	ALLOCATION		EVALUATION
A. Provide teachers and staff continuous technology training. (swc 2, 4)	Technology Coor. Curriculum Director Principals		August January April	Teacher surveys Improvement on STAAR score
B. Utilize wireless connectivity at each campus to enable students and teachers accessibility to technology. (swc 2, 4)	Principal Counselor, teachers		Each Nine weeks	Improvement on STAAR scores
C. Integrate technology into core courses. (swc 2)	Principals Teachers	Local Funds	Each Nine weeks	Lesson plans Academic Products
D. New staff training in all areas of DMAC- to assess student performance on ACCOUNTABILITY REPORT for all student populations including performance measures for special needs population. (swc 1,2,4)	Technology Staff Curriculum Director Principals Teachers Para-Professionals Region VII contact		August October January February	Student improvement on BENCHMARKSs with specific targeted TEK objectives
E. Provide new staff training on technology equipment and programs available for instruction (smart boards, document cameras) <ul style="list-style-type: none"> Utilize teachers as campus technology specialist to assist in training other teachers 	Curriculum Director, Principal, Teachers		At new teacher in-service	Surveys
F. Upgrade, maintain add and replace technology equipment available in classrooms.	Superintendent Technology Staff	Local Funds Title 1 Part A Supplies for Technology District \$7297 ELEM \$2433 JH \$2433 HS \$2433 Compensatory District \$3035 HS \$1011 JH \$1011	October January May	Increased number of teachers utilizing tech Improved student performance

		ELM \$1011 Reap grant IMA Funds		
G. Provide prompt and adequate technological support for staff members as well as training.	Technology Staff	Local Funds	August October January March	Staff surveys
H. Continue the use of networked automated E-mail system and Website to communicate with district employees, parents, students and the community. Teachers will develop web pages to increase parental awareness and communication. (swc 2,6)	Superintendent Technology Staff		Ongoing	Increase in staff communication by e-mail
I. Evaluate instructional software for all campuses used for acceleration and tutorial of students at-risk. (swc 2, 8).	Curriculum Director Principals Teachers		August Daily, as needed Monitor Daily	Number of participants
J. Utilize Distance Learning lab for staff development, college courses, dual credit courses, virtual field trips, online presentations, instruction etc	Principals Curriculum Director Teachers		All year	Number of participants and trainings.
K. United Streaming Videos will be used school-wide.	Curriculum Director Teachers		August- May	Classroom usage and time utilized on United Streaming.
L. K-8 training and implementation of technology TEKS for 8 th grade technology reporting requirements.	Curriculum Director Teachers		August- May	Sign In sheet for training and teacher implementation according to lesson plans. Test results
M. Expand ConnectEdu College Readiness online program with high school students.	Principal, Counselor, teachers		August	All students enrolled in program with

				required portions completed in program.
N. Robotics and technology based lessons will be offered in the ACE program.	Teachers		August-May	Student enrollment in the program.
O. Utilize state provided and other free online software to improve student performance	Principal Curriculum Director Teachers		August-May	Lesson Plans Test Results
P. PDAS Teacher Evaluations done online through DMAC	Principals		Aug- May	Evaluations completed

STAFF DEVELOPMENT

FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2013-2014

DISTRICT GOAL No 4: Fruitvale I.S.D. will promote high quality, ongoing professional staff development and strategies to maintain high quality teachers and increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by end of 2013-2014, or later if applicable exception².

Objective 1 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2013-2014, or later if applicable exception²

Objective 2 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2013-2014, or later if applicable exception².

Objective 3 – Maintain the percentage of teachers receiving high-quality professional development on each campus

Objective 4 - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-HQ teachers.

Objective 5 - Attract and retain highly qualified teachers¹.

Objective 6 - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

STRATEGY FOR GOAL: Provide quality staff development for teachers, principals, paraprofessionals, parents, and other staff.

PERFORMANCE OBJECTIVE: Provide on-going staff development that will ensure 90% of students in each student group will meet or exceed expectations in the STAAR assessments.

SUMMATIVE EVALUATION: Improved scores on STAAR Math, Reading, Science, and Social Studies.

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Provide staff development opportunities for all staff members in a variety of methods: <ul style="list-style-type: none"> • Local • Online • Video Conferencing • Local Districts • Nearby ESC Regions 	Curriculum Director Principals Counselor	Title Funds Math/Science COOP \$3608 Video Conferencing Service \$2350 ELA/ SS COOP \$2004	August January June July	Teacher Participation In staff development sign in sheets
B. Provide Staff Development to meet State Requirements: <ul style="list-style-type: none"> • Confidentiality • Paraprofessional Training • PDHS • Science Safety Update • Blood borne Pathogens • SPED 	Curriculum Director Teachers Principals Nurse Counselor	Title Funds \$10616(.125 FTE)	August January June July	Service Record from ESC Sign In Sheets and Agendas Put certificate in Permanent Record

<ul style="list-style-type: none"> • ESL • Dating Violence • CPS • Bullying • GT Training • UIL Training • Sexual Harassment Training 				
<p>C. Each campus will be given annual staff development sessions relevant to the use of technology in classroom instruction and use of available technological resources. (swc 4)</p>	<p>Curriculum Director Principals Teachers</p>		<p>August October January April May</p>	<p>Agendas Attendance logs Improved student performance</p>
<p>D. Continual teaming to establish vertical alignment and TEK/STAAR correlation. (swc 1,2,8)</p>	<p>Curriculum Director Special Ed Teachers Principal Counselor SSA</p>		<p>August October January February April</p>	<p>Attendance logs Improved student performance</p>
<p>E. Provide staff development training to support effective programs/strategies:</p> <ul style="list-style-type: none"> • Modifications in the classroom/Inclusion • Dyslexia • ESL – Sheltered Instruction • Title 1 • Diversity/Differentiation • GT • RTI <p>(swc 2,4,8)</p>	<p>Superintendent Curriculum Director Principals</p>		<p>August-May</p>	<p>Sign In Sheets and Agendas</p>
<p>F. Obtain highly qualified teachers in core academic areas. (swc 3)</p>	<p>Superintendent Curriculum Director Campus Principals</p>	<p>Local Funds</p>	<p>Ongoing</p>	<p>HQ Teacher Reports STAAR data</p>
<p>G. Strive to provide incentives to attract highly qualified teachers. (swc 5)</p> <ul style="list-style-type: none"> • Provide lunch to employees 	<p>Curriculum Director Superintendent Principals</p>		<p>May</p>	<p>HQ Teacher Reports</p>

<ul style="list-style-type: none"> • at no cost • Increase pay above state scale • Post on TASA net and FISD website • Stipend for High Need areas of Math and Science at JH/HS level 				
H. Administer needs assessment survey to determine staff development. (swc 4)	Curriculum Director Principals		Each school year	Completed analysis of report
I. Provide mentor training for teachers serving as mentors. (swc4)	Curriculum Director Counselor		October January	Evaluation of mentors at the end of school year
J. Provide updates on all components of DMAC: <ul style="list-style-type: none"> • TEK Score • PGP • State Assessment • PDAS 	Curriculum Director		August	Improved student performance on BENCHMARKSs
K. CPR Training and updates for designated staff	Curriculum Director Nurse		August	Sign In Sheet
L. Provide professional development to work with parents as equal partners. (swc 4) (SIP 8)	Curriculum Director		August	Increase in parent participation
M. CPI/TBSI Training and updates for designated staff.	Superintendent Curriculum Director	VZ Co. Coop	August	Participation Log
N. Child Safety Training <ul style="list-style-type: none"> • Dating Violence (JH/HS) • CPS (All Level) • Bullying • Online Safety • Food Allergy 	Curriculum Director Counselor Nurse		After each session	Participation Log
O. Teacher Evaluation of Staff Development as to quality and relevance of sessions	Teacher Curriculum Director Principals		After each session	Survey of staff development event.
P. Training for STAAR standards.	Curriculum Director		Aug-May	STAAR and

<ul style="list-style-type: none">• STEM Training• C Scope Training	Principals			benchmark results
Q. Suicide Awareness Training for staff	Counselor		Fall	Sign in sheet for training

SAFE
&
ORDERLY
ENVIRONMENT

FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2013-2014

District Goal No. 5:

To provide ongoing principles and effective practices for school safety and security.

STRATEGY FOR GOAL: The components of the goal are aimed at maintaining a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established.

SUMMATIVE EVALUATION: Staff, students, and parents are aware of district plans and procedures for a safe, secure, and orderly environment and actively participate in the process of maintaining and improving the plan.

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Review Emergency Response Plan: HACCP EOP Shelter in Place Severe Weather Building Evacuation Site Evacuation Telephone Logs Student lists Off site evacuations Lockdowns/Evaluations (swc 10)	Principals Secretaries Teachers	Local Funding	August Monitor monthly	Record of drill times, dates and state report
B. Training on Blood borne pathogens and annual CPR/AED training. (swc 10)	Nurse	Local Funding	August	Records of attendance
C. Staff members will ensure that visitors check in at the office to sign the visitors log and receive a visitor's pass. (swc 10)	All Staff	Local Funds	Monitor Daily	Safe School Project Database
D. Annual Safety inspections and presentations. (swc 10)	Superintendent, Principals and Nurse		Superintendent, Principals and Nurse	Attendance logs completed inspection forms
E. Review Wellness policy and evaluation. (swc 10)	School Nurse		October May	DIT attendance log
F. Counselors provide guidance services for at- risk students. (swc 2, 9)	Counselors Principals	Local Funds	Monitor Monthly	Increased attendance, improved grades, and decreased

				dropout rate
G. Provide Bullying Recognition/Prevention training to students, staff, and parents.	Counselors Principal Teachers		August - May	Decrease in discipline referrals Attendance logs
H. Campus Character Education Programs	Counselors Teachers		August - May	Improved school climate
I. Evaluate the use of surveillance cameras at all gates and entry ways. Regular review of videos.	Superintendent Principals Technical Support		As needed	Increased security
J. Annual notification and training on the school Defibrillator.	Curriculum Director Nurse		August	Attendance logs
K. All employees are required to wear their identification badges.	Administrators		All year	Periodic Checks and reminders
L. Dating violence training and safety alternative plan for students in violent situations.	Counselor Principal Nurse		January	Records of safety plan and training.
N. 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. i. Compensatory Education Home Instruction (CEHI) ii. Counseling services if necessary iii. Health services from the school nurse iv. Schedules	Counselor High School Principal Nurse		As needed throughout the year	CEHI logs, Counselor
O. Evaluate Alert Now usage	Superintendent		April	Parent Surveys
P. Security Measures added for district. • Key Gated Entry • Store fronts in front of	Superintendent		September	Parent/Teacher Surveys

buildings				
-----------	--	--	--	--

PARENTAL INVOLVEMENT

**FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2013-2014**

District Goal No. 6:

Fruitvale ISD will provide strategies to strengthen parental and community involvement.

STRATEGY FOR GOAL: To encourage partnerships with parents and the community at all grade levels.

SUMMATIVE EVALUATION: There will be an increase in student performance as a result of attendance by parents and community members in 2011-2012.

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
A. Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education. (SIP 8)	Principals Counselor		August-May	Attendance sheet Survey
B. Campus level orientations to cover policies, procedures. (swc 6,10)	Principals Counselor Teachers		August	Number of parents in attendance
C. PASS Program – Partners Assisting Successful Students. (swc6) <ul style="list-style-type: none"> • Recruit parents to participate • Add PASS officer to DIT 	Teachers Principal PASS Officers	Local Funds	Monthly	Increased number of parents participating
D. Conduct surveys of parental involvement.	Principal Teachers		May	Number of parents participating
E. Progress reports and Parent Portal for increased communication between parents and teachers. (swc 6)	Administrators and Teachers		Each Week by Monday the Portal is updated and three weeks for progress reports.	Increased student performance and the number of parents logging into Parent Portal.
F. Consider Programs to offer for Parents through ACE(ex. GED)	Superintendent Principals		As Needed	Number of members participating

G. Notification of Fruitvale ISD Volunteer Program.	Principals		November	Volunteer Sign In Logs
H. Bring your parent to lunch day and bring your grandparent to lunch day.	Principals Cafeteria		March-April	Number of participants
I. Review parent policies: <ul style="list-style-type: none"> • Parent Compact • Parent Involvement Policy • Parent Handbook 	Principals and Teachers		August- September	CIT Minutes and Sign In Sheets
J. Meet the Teacher provides parents an opportunity to meet the teachers, and the teachers an opportunity to communicate expectations.	Principals, Teachers		September	Annual Parent Survey
K. SSI Student Success Initiative Meeting as required by law.	Principals		September	Sign In Sheets
L. UIL Parent Meetings	Principal, UIL Director		Spring	UIL Participation and Placing
M. Coffee with the Superintendent	Superintendent		September	Participation
O. Parents/Grandparents Invited to read or Speak to classes.	Teachers			Number of Parent/Grandparent participates.
P. Parents invited to participate in after-school ACE program through Showcase Night events.	ACE Teachers Site based coordinator			Number of Parent participants.
Q. Student Performances – Elementary Christmas Program, Band Concerts, FFA, etc.				
R. Veterans Day	Superintendent		November	Participation
S. Community Pep Rally	Superintendent Principals		Fall Spring	Participation

Region VII Migrant Education Plan

Identification and Recruitment Action Plan 2013-2014

Strategy 1: Professional Development

Region 7 Project and SSA districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in online training	Migrant Contact	Within two weeks of training being posted	State ID&R online training, ID&R manual	Certificate
ID&R training for any new ESC or LEA Migrant staff and other non-migrant staff	Participate in online training	Migrant Contact	As requested	State ID&R online training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Needs Assessment	Required activity to develop and assess district needs	LEA and ESC Migrant Contacts	May, 2014	District data, plan	Certificate and Needs Assessment

Strategy 2: Identification and Recruitment Process

Region 7 Project and SSA districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Based on federal requirements, actively recruit out of school youth (OYS)	Meeting community members, churches, Chambers of Commerce, business	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Employer survey	Completed surveys

	District parent meetings	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Flyers, handouts	Agendas
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Booths, flyers	Flyers, handouts
<p>Identification of children and youth are between the ages of birth through 21 cross School District lines alone or with parents</p> <p>moved due to economic necessity to obtain temporary or seasonal agricultural employment</p>	Family surveys	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Screening family surveys	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	LEA and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Certificate of Eligibility (COE)	Complete interviews and documentation	Project districts and ESC	Upon identification	COEs	Completed COEs entered into NGS
	Project District or ESC Migrant Contact notifies PEIMS coordinator	Project districts and ESC	Upon identification	COEs	Letter
Residency Verification	Determine migrant student is enrolled	Districts and ESC	September 1, 2013- November 1, 2013	COEs, School records, parent signature	Updated COE, parent signature, NGS residency verification report

Maintain a strong system of Quality Control	Re-interview	Project districts and ESC	As required	Documentation forms, Re-interview documentation	Completed documentation forms, Re-interview documentation
	ESC training	ESC	As required	Manual, Documentation forms	Certificate
Mapping of Region 7	Current map	ESC	Ongoing	District documentation	Map
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May	NGS forms	Completed NGS forms

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	November, 2013	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	December, 2013	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations

Services	Provide school supplies and summer reading materials to Migrant Students	ESC Migrant Contact	Beginning and end of year	NGS enrollment report, supplies, books	Signature on Delivery form
----------	--	---------------------	---------------------------	--	----------------------------

Region VII Migrant Education Plan Priority for Service (PFS) 2013-2014 Action Plan

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program.

Grades 3-12 Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level **and** have their school interrupted during the previous or current regular school year.

Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overage for their current grade level **and** have their school interrupted during the previous or current regular school year.

Evidence of Need	Activity	Timeline	Staff Responsible	Documentation
<u>Education interrupted</u> Late enrollment Early withdrawal A residency date between September 1,2013 and June 1,2014 Multiple enrollment occurring during the school year A Qualifying Arrival Date (QAD) during the previous or current regular school year	LEA notifies Migrant Contact	Ongoing	LEA and ESC Migrant Contact	Enrollment or withdrawal form
	Migrant Contact notifies Project or ESC Migrant Contact	Ongoing	Migrant Contacts	Letter of notification
State Assessment Data	Project Districts and ESC enter assessment data in to NGS	Within 10 working days after receipt of assessment results	Project District and ESC NGS specialist	NGS State Assessment Report

NGS Priority for Service (PFS) reports to identify migrant children And youth who require priority access to MEP services.	Project Districts and ESC will run monthly reports	Monthly July-June	Project District and ESC NGS specialist	PFS Report
Priority placements to PFS students	Share monthly report with campus administration and/or counselor and utilize response form to address student academic needs and placement	Monthly July-June	District Migrant Contacts	Documentation form
Parental notification	Home visits	As needed	LEA	Documentation
	Report Cards, progress reports	End and Middle of grading period	LEA	Report card and progress reports
Evidence of Need	Activity	Timeline	Staff Responsible	Documentation
Federal, state and Local programs services for PFS students	Meet the instructional and social supplemental needs such as social workers and community social services/agencies	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report
Evaluation of program	Evaluation	End of semester	District Migrant personnel or LEA administrator	Completed PFS Evaluation Report

The Priority for Service Action Plan is included in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section) rather than integrating the action plan elements with other DIP sections that focus on other student population groups.