



FRUITVALE
INDEPENDENT SCHOOL
DISTRICT

2015-2016 District Improvement Plan

FRUITVALE INDEPENDENT SCHOOL DISTRICT

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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 2015-2016

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

Rebecca Bain, Superintendent

Tonya Watson, Curriculum Director

Susan McCann, Business Manager

Linda Eddy, Special Education Director

Kim Pettiet, District Nurse

Amy Hunt, Parent Representative

Tammy Koonce, Parent Representative

Jackie King, Community Representative

Judy Woodrum, Community Representative

Angela Lassiter, ACE Site Coordinator

Brenda Taylor , Dietary Representative

JR High/High School

Charles Harford, Principal

Ashley Simmons, Teacher

Allison Maxfield, Teacher

Kasey Harris, Teacher

Fran Humphrey, Teacher

Amanda Masterson, Counselor

Gage Sulc ,Student

Luke Masterson, Student

Hallie Randall Elementary

Zach Masterson, Principal

Darlene LaPrade, Teacher

Tara Erwin, Teacher

Leslie Joslin, Counselor

NaCall Haisten, Teacher

Donna Lovell, Aide

Destyn Crow, Aide

Emily Servin, Student

Alyssa Pendleton, Student



COMPREHENSIVE NEEDS ASSESSMENT 2015-2016

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)
 PBMAS District Analysis Data
 TELPAS
 Reading Fluency Assessment (DIBELS)
 Program Evaluations
 Staff Development Needs Survey
 Parent, Teacher, and Student Surveys

Technology Survey
 Texas Primary Reading Inventory
 Number of certified/highly qualified staff
 Attendance Reports/Data
 Dropout Rate, Graduation/Completion Rate
 TAPR System Safeguards update
 School Safety Audit

Needs Assessment Committees

Curriculum & Instruction	Attendance	Technology	Staff Development	Safe/Orderly Environment	Parental Involvement
Rebecca Bain	Zach Masterson	Susan McCann	Charles Harford	Linda Eddy	Amanda Masterson/Joslin
Kasey Harris	Allison Maxfield	Ashley Simmons	Fran Humphrey	Darlene LaPrade	Tara Erwin
Angie Lassiter	Jackie King	Destyn Crow	Donna Lovell	Kim Pettiet	Amy Hunt
Luke Masterson	Emily Servin/Alyssa Pendleston	Gage Sulc	Brenda Taylor	Tammy Koonce	Judy Woodrum

2015–2016 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 100% highly qualified teaching staff.

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
2015-2016**

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 ACTIVITIES/INITIATIVES	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
<p>A. Provide a challenging differentiated curriculum for identified students to reinforce skills needed for advanced 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 • College Readiness Trips • Review our District GT Plan to align with the State Plan • TSTEM Project Based Learning • Challenge Class 	Principals GT Coordinators and Teachers	STAAR specifications. G/T Funding State Comp Funds HS \$38,200 (.75 FTE)	Monitor after fall and spring benchmark.	Results on benchmarks and STAAR
<p>B. Provide all students who perform unsuccessfully on STAAR Reading, Math, Science, and Social Studies district wide with targeted STAAR tutorials during the 2015-2016 school year. (swc 2,8,9) (SIP 2,4,6)</p>	Teachers Principals	Local Funds Grant Funds	Monitor at 4.5 week progress periods August – May	STAAR Scores will meet state standards Improvement on benchmarks.

C. Curriculum materials analyzed for each course and materials purchased for supplemental as needed.	Superintendent Curriculum Director Teachers IMA Team	IMA Funds	August	STAAR Scores/ Materials list
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. (SS AMO Goal) (CAP) (swc 2c) (SIP 2,4,5)	Teachers Resource Teacher Principal	Local and State Funds	Monitor at each 4.5 week progress period	Improved benchmark scores Documentation of student mastery level on nine-week grade reports
E. Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Ed, ESL, White, Hispanic, 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 (SS AMO Goal)	Principals Teachers ACE Site Coordinator	Title 1 and 2 Funds Elm \$26,350 (1 FTE) State Comp Funds ELEM \$42,800 (1.25 FTE) \$75,358 (3 FTE) SP. Ed. Funds ESL Funds JH \$14,000 (1 FTE) HS \$14,000 (1 FTE)	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	Curriculum Director Elementary Principal Secondary Principal All Teachers		August October January May	Evaluation of DMAC reports

weaknesses. (swc 1,8,9) *DMAC State Assessment and Tekscore data (SS AMO Goal)				
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 \$300 HS \$1000	October January March	Benchmark Testing will indicate TEKS/STAAR objectives to be targeted
I. Use Accelerated Reader Program to expand reading skills. Identify all student reading levels and skill deficits using the STAR assessment program. (Grades 1-8) (swc 2b,9)	Teachers Principals Librarian	Accelerated STAR program/software	Beginning and End of School for testing	Increase in number of books read Improvement in nine weeks grades and benchmarks. Test scores on STAAR Reading.
J. Provide educational programs for the 4 year old students and utilize 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 Local Funds	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 Title Funds \$8,085 (.125 FTE) \$5,132 contracted service	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	Superintendent Curriculum Director Principals	Title Funds \$8,085 (.125 FTE)	May	Student improvement: Reporting periods benchmarks Accountability

academic subjects. (swc 1) (SIP 1,2,3) Establish: <ul style="list-style-type: none"> • Best Practices • Interventions (SS AMO Goal)				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 at High School (swc 2, 10) <ul style="list-style-type: none"> ➤ CATE ➤ Engineering ➤ TSTEM courses and student offerings 	Superintendent Curriculum Director HS Principal		March	Proposal for implementation of updated programs.
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. Continue Learning Walks (Block Parties) to improve instructional strategies in the classrooms. (SS AMO Goal)	Principals and Teachers		Aug-May	Professional development offerings
R. Continue Reading Intervention Program (Read 180)/ and IStation Reading for Elem/JH students who struggle with reading. (SS AMO Goal)	Curriculum Director Principals Teachers	Local Funds Compensatory Funds \$4000 REAP Funds	Aug-May	Periodic BENCHMARKSs to track student progress in ISAM/ TPRI/DIBELS
S. Continue Current Library Positions for District	Admin Team	Local Funds	March Budget	Library Usage/ AR Logs/ Library

<ul style="list-style-type: none"> • Librarian • Librarian Aide 				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 \$40,429(.625 FTE)		March Budget	All program and reporting requirements completed
U. Rewards for all students who are advanced on STAAR tests.	Admin Team	State Comp ELEM \$400 Local Funds		March Budget	STAAR Results
W. Implement suicide awareness into advisory meetings with students	Counselor Teachers			Fall	Counselor training notes

ATTENDANCE

FRUITVALE ISD DISTRICT IMPROVEMENT PLAN 2015-2016

DISTRICT GOAL No 2: During the 2015-2016 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 2014-2015 will indicate improved student performance in areas such as dropout, increased completion rate, and improved STAAR scores.

STRATEGY ACTIVITIES/ACTIONS	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	FORMATIVE EVALUATION
			Twice	
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 (swc 2)	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 at elementary campus. (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 Truancy plan
F. Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct. (swc 2)	Principal		Monitor monthly	Monitor number of students participating
G. Decrease dropout rate through increased attendance. (swc 2)	Principals Counselor Secretary			Monitor specific students identified
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 \$21,000(1 FTE)	Each nine weeks	Budget AEP student #s

TECHNOLOGY
EDUCATION

**FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2015-2016**

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) (SS AMO GOAL)	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 \$3,759 ELEM \$2000 JH \$759 HS \$1000 Reap grant IMA Funds	October January May	Increased number of teachers utilizing tech Improved student performance
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, facebook, School Messenger, 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 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 both in the classroom and through ACE.	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 2015-2016

DISTRICT GOAL No 4: : Fruitvale ISD will promote high quality, ongoing professional staff development and strategies to maintain 100% highly qualified teaching staff.

Objective 1 - Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus of 100% for the 2015-2016 school year, or later if applicable exception²

Objective 2 – Maintain the percentage of teachers receiving high-quality professional development on each campus

Objective 3 - 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 4 - Attract and retain highly qualified teachers¹ .

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 Academic Content \$4418 Travel \$510	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 • Science Safety Update • Blood borne Pathogens 	Curriculum Director Teachers Principals Nurse Counselor	Title Funds \$8085(.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"> • SPED • ESL • Dating Violence • CPS • Bullying • GT Training • UIL Training • Sexual Harassment Training 				
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)	Curriculum Director Principals Teachers		August October January April May	Agendas Attendance logs Improved student performance
D. Continual teaming to establish vertical alignment and TEK/STAAR correlation. (swc 1,2,8)	Curriculum Director Special Ed Teachers Principal Counselor SSA		August October January February April	Attendance logs Improved student performance
E. Provide staff development training to support effective programs/strategies: <ul style="list-style-type: none"> • Modifications in the classroom/Inclusion • Dyslexia • ESL – Sheltered Instruction • Title 1 • Diversity/Differentiation • GT • RTI (swc 2,4,8)	Superintendent Curriculum Director Principals		August-May	Sign In Sheets and Agendas
F. Obtain highly qualified teachers in core academic areas. (swc 3)	Superintendent Curriculum Director Campus Principals	Local Funds	Ongoing	HQ Teacher Reports STAAR data
G. Strive to provide incentives to attract highly qualified teachers. (swc 5)	Curriculum Director Superintendent Principals		May	HQ Teacher Reports

<ul style="list-style-type: none"> • Provide lunch to employees 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		August	Participation Log
N. Child Safety Training <ul style="list-style-type: none"> • Dating Violence (JH/HS) • CPS (All Level) • Safe environment (Lockdown, open doors, etc.) • Bullying • Online Safety • Food Allergy 	Curriculum Director Counselor Nurse Principal		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. • STEM Training	Curriculum Director Principals		Aug-May	STAAR and benchmark results
Q. Suicide Awareness Training for staff	Counselor		Fall	Sign in sheet for training
R. Training for new educator evaluation process: • T-TESS- Evaluation system for teachers • T-PESS- Evaluation system for Administrators	Superintendent Principal Curriculum Director Teacher Counselor Librarian		Training implemented during Spring and Summer of 2016	Certificate of training from ESC placed in permanent record

SAFE
&
ORDERLY
ENVIRONMENT

FRUITVALE ISD DISTRICT IMPROVEMENT PLAN 2015-2016

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	All Staff	Local Funds	Monitor Daily	Safe School Project Database

the visitors log and receive a visitor's pass. (swc 10)				
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)	Counselor High School Principal Nurse		As needed throughout the year	CEHI logs, Counselor

ii. Counseling services if necessary				
iii. Health services from the school nurse				
iv. Schedules				
O. Evaluate School Messenger usage	Superintendent		April	Parent Surveys

PARENTAL INVOLVEMENT

**FRUITVALE ISD
DISTRICT IMPROVEMENT PLAN
2015-2016**

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 2015-2016.

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. <ul style="list-style-type: none"> • Parent Night • Athletic Coach/ Parent Meeting (swc 6,10)	Principals Counselor Teachers		August	Number of parents in attendance
C. Bobcat Pride Program (swc6) <ul style="list-style-type: none"> • Recruit parents to participate • Add Bobcat Pride officer to DIT 	Teachers Principal Bobcat Pride 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. Progress reports at 4½ weeks for elementary and 3 weeks for secondary.	Increased student performance and the number of parents logging into Parent Portal.
F. Consider Programs to offer for Parents through ACE. • exercise	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: • 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. Parents/Grandparents Invited to read or Speak to classes.	Teachers			Number of Parent/Grandparent participates.
M. Parents invited to participate in after-school ACE program through Showcase Night events.	ACE Teachers Site based coordinator			Number of Parent participants.

N. Student Performances – Elementary Christmas Program, Band Concerts, FFA, etc.				
P. Veterans Day	Superintendent		November	Participation
P. Community Pep Rally	Superintendent Principals		Fall	Participation

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R 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 Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Fruitvale ISD and ESC Migrant Contacts	May, 2016	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Fruitvale ISD and ESC Migrant Contacts	September, 2015 and April, 2016	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit out of school youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Employer survey	Completed surveys
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Booths, flyers	Flyers, handouts
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Fruitvale ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
	Screening family surveys	Fruitvale ISD 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	Fruitvale ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Fruitvale ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 3 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Specialist	September 1, 2015- November 1, 2015. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2015	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2016	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

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.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Fruitvale ISD	September - October 2015	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Fruitvale ISD	November, 2015	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Fruitvale ISD	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 Fruitvale ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form