

# HALLIE RANDALL EL

## Hallie Randall Elementary Campus Improvement Plan 2023/2024

*Learners Today - Leaders Tomorrow*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

11/27/2023

# HALLIE RANDALL EL

## **Mission**

*Learners Today - Leaders Tomorrow*

## **Vision**

*Visioning Committee Belief Statements:*

*The Partnership of families, community members, students, and Fruitvale Independent School District employees is critical to each student's growth and success.*

*We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.*

*We believe in providing a 21st-century education interwoven with real world applications.*

*We believe in modeling and guiding students toward becoming good citizens.*

*We believe in unlocking each individual student's potential.*

*We believe in a supportive and collaborative school culture for students, teachers, and families.*

### Nondiscrimination Notice

HALLIE RANDALL EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# HALLIE RANDALL EL Site Base

Name	Position
Andrews, Angie	Administrator
Perritt, Joe	Counselor
Abshire, Misty	Teacher
LaPrade, Darlene	Teacher
Stevens, Kimber	Teacher
Thoele, Hali	Teacher
Hoffpauir, Catherine	Parent Representative
Browning, Amy	Secretary
Hance, Karla	Nurse
Norman, Cara	Paraprofessional

# Resources

Resource	Source	Amount
ESSER III	Federal	\$18,849
IDEA Special Education	Federal	\$124,532
Title I	Federal	\$7,927
Title IIA Principal and Teacher Improvement	Federal	\$17,448
Title IV Safe and Drug Free	Federal	\$10,000
Bilingual Allotment	State	\$7,410
Dyslexia Allotment	State	\$18,618
Early Education Allotment	State	\$48,450
State Compensatory	State	\$192,977
Teacher Incentive Allotment	State	\$215,826

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

CIRCLE  
Community Demographics  
Community Input  
Disaggregated STAAR Data  
District Snapshot Data  
Growth Projections  
Homeless Students  
IEP/Progress Reports  
MAP Growth Data  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
Promotion/Retention Rates  
PTO Feedback  
Special Programs Evaluations  
Staff Surveys  
Staff/Parents/Community/ Business members involved w/SBDM  
Stakeholder Survey  
Standardized Tests  
Survey and Interviews of Students/Staff/Parents  
TPRI  
TXKEA

### Demographics Strengths

- Enrollment numbers vs staff ratio allows small class sizes
- Low failure rates due to teacher/staff interventions to grow students
- Students involved in special programs are accommodated according to their individualized need.

# Comprehensive Needs Assessment

## Demographics Weaknesses

- Parent/family engagement needs to be strengthened due to high percentage of students being economically disadvantaged.
- Academics are not valued in the majority of household.

## Demographics Needs

Education to be a top priority among our families and community. Parents need to be invited to take a greater partnership in their student's education through transparency in communication.

## Demographics Summary

Hallie Randall Elementary is a head start-5th grade Title I campus located in Fruitvale ISD in Fruitvale, TX. Student enrollment continues to fluctuate throughout the school year. The ethnicity at Hallie Randall for the 2023-24 school year is as follows: 77.4% White, 13.7% Hispanic, 5.2% Multi-racial, .5% African American. The special populations identified on our campus include 24% special education, 3.3 % 504, 5.6% gifted and talented, and 6.6% English language learners. The makeup of our student body also includes 76% of the economically disadvantaged and 74.5% have been identified as at-risk students. The campus is composed of 26.9% transfer students. The mobility rate at our campus is 12.3 which is lower than our comparison group on our TAPR report card. The total enrollment for the current school year is 212 students.

# Student Achievement

## Student Achievement Data Sources

Disaggregated STAAR Data  
Failure Lists  
MAP Growth Data  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
STAAR Interim Assessments (Benchmarks)  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
TPRI  
TXKEA

# Comprehensive Needs Assessment

## Student Achievement Strengths

- Implemented blended learning including the station rotation model in most classrooms
- Regularly check students progress using benchmarks, MAPs, Lexia, IXL, TPRI, and other assessments to monitor student progress and growth
- A wide range of resources available for teachers to monitor and remediate students

## Student Achievement Weaknesses

- STAAR results in math:

3rd Math: 19% did not meet, 81% approached, 35% met, 12% mastered

4th Math: 43% did not meet, 57% approached, 29% met, 11% mastered

5th Math: 30% did not meet, 70 % approached, 20 % met, 3 % mastered

- 2nd grade reading MAP scores shows over half are not on level and are functioning below grade level.

## Student Achievement Needs

- Time built into the master schedule to help remediate struggling students during WIN.
- Recess covered by aides to put into place tutorials.
- Resources to monitor and remediate struggling students
- Continued SST Committee to identify and put plans in place for struggling students.

## Student Achievement Summary

STAAR scores were low due to our growth measure being graded at a 47, student achievement 69, and school progress 70. Students continue to hover in the approaches category on STAAR. Justification should be more present to increase rigor. We Continued SST team meetings will drive decisions on students based off collected data. Several math interventions have been put in place including training, PLC data talks, focused tutorials within WIN, a paraprofessional dedicated to supporting the classroom and WIN for math.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Community Demographics  
Community Input  
Discipline Referrals  
District Snapshot Data  
Failure Lists  
Homeless Students  
MAP Growth Data  
Mobility Rates  
Morale Booster Participation  
Multi-Year Trends  
Parent Participation  
Parental Involvement Policy  
Promotion/Retention Rates  
Safe Schools Checklist  
Staff Surveys

### School Culture and Climate Strengths

- Small class sizes that allow for teachers to make personal connections with students and their families.
- Caring staff who go out of their way to help students and their families which extends beyond the classroom.
- Homeless liaison to help students and families that have needs
- Community members who reinvest in the school either as an employee or volunteering.
- Staff is consulted when most decisions are made and help to find solutions to impact the team building on campus.
- New students are taken in by students of Hallie Randall allowing for easy adjustment.
- Several faculty activities: potlucks, getting booed, secret santa, participation in community events, birthday celebrations

### School Culture and Climate Weaknesses

- Attendance rates in Pre-K/ Head start has a 95.71% and Kindergarten a 95.09%. This continues to be the lowest attendance areas.
- Students foundational needs interfere with academic excellence at times.
- According to a PASS survey % of students don't think they have the ability to pass

# Comprehensive Needs Assessment

## School Culture and Climate Needs

- Incentives to encourage students to regularly attend school .
- School programs such as BLAST, Voice, and other resources need to be researched and considered to bring to the campus.
- Several teachers need training in Tier I and Tier II classroom management strategies and interventions.
- Students need targeted guidance in regulating emotions, being a kind friend, conflict resolution
- Increase in percentage of students with mental health issues such as ADD and autism, requiring more training for teachers.

## School Culture and Climate Summary

Teamwork drives the atmosphere at Hallie Randall. Teacher, staff, and administration communicate and use teamwork to problem solve strategies when situations arise. Teachers and staff are celebrated and recognized in different ways throughout the school year. This is done on a campus level decision and also for individual students. The majority of the teachers are truly passionate about Fruitvale students and families. Incentives are offered to promote student attendance which has built excitement for students during our calendar year. The emotional/behavioral need on the campus is surfacing and may need to be addressed with some outside resources.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Blended Learning Data  
Highly Qualified Staff  
Morale Booster Participation  
Staff Development  
Staff Skills/Inventory for EOP  
Staff Surveys  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents  
Teacher Retention Data  
Teacher Turnover Rates

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

- Retention stipends staff members can earn for every five years they are employed here
- Teacher Incentive Allotment based on student growth and evaluations
- Staff Appreciation events held throughout the year
- District Incentive Plan

## Staff Quality, Recruitment and Retention Weaknesses

- Blended learning takes time to build and can often be time consuming for new teachers to the district.
- Gaps in learning that teachers are trying to remediate.

## Staff Quality, Recruitment and Retention Needs

- Time for training to make sure teachers are being effective in the classroom
- Support staff to take some of the burden off of teachers
- Professional development brought in to help teachers grow in confidence for the changing standards.

## Staff Quality, Recruitment and Retention Summary

Hallie Randall Elementary is a great, supportive place to work. During the year, different avenues are explored to let our staff know they are appreciated and provide incentives for them to stay. We recognize efforts in our teachers, staff, and difference makers of the month. Hallie Randall celebrates birthday months and participates in random recognitions know as the "woot woot " wagon. As always more could be done to help teachers and staff.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data  
District Assessments  
District Snapshot Data

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Data Sources (Continued)

Highly Qualified Staff  
MAP Growth Data  
Multi-Year Trends  
Promotion/Retention Rates  
STAAR Interim Assessments (Benchmarks)  
Staff Development  
Staff Surveys  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
TPRI  
TXKEA

## Curriculum, Instruction and Assessment Strengths

- Students are continually assessed students using MAPs, interim STAAR, TXKEA, TPRI, Lexia, iXL, and others.
- The campus has a common curriculum (TEKS Resource) that all teachers use and is aligned.
- Hallie Randall provides constant training to teachers based on their needs and problems we see in the classroom.
- Blended learning implemented in the classroom allows access for more students to engage and be met on their individual need.

## Curriculum, Instruction and Assessment Weaknesses

- Hallie Randall are constantly adding new programs and changing the things we use in the classroom before we have a chance to gauge their effectiveness. ( There has been new changes in the past couple of years coming off of COVID. Closing gaps of students has been difficult in addition to teaching the grade level material).
- TEKS Guide is driving our curriculum. Some need training and others struggle to navigate the online program.
- Students are constantly assessed taking away from classroom instruction.
- Purposeful assessments to collect data should happen and be tracked to drive instruction.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs

- Teachers need more time to plan and training on using the tools teachers have in the classroom.
- Our ESL student population needs access to the curriculum while building their vocabulary.

## Curriculum, Instruction and Assessment Summary

Teachers at Hallie Randall Elementary value lifelong learning themselves and spend time throughout the years well as in the summer to improve their practice. The blended learning model allows for whole group, small group, and individual conferencing meet the needs of individual learners.

## School Context and Organization

### School Context and Organization Data Sources

Community Input  
Discipline Referrals  
District Policies  
Failure Lists  
Growth Projections  
Highly Qualified Staff  
Mobility Rates  
Multi-Year Trends  
Safe Schools Checklist  
Special Student Populations  
Staff Skills/Inventory for EOP  
Staff Surveys  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates

# Comprehensive Needs Assessment

## School Context and Organization Strengths

- We have added planning time to open opportunities for tutorials, UIL practice, and remediation to the teacher's school day to help struggling students.
- Student discipline is handled promptly and effectively. Students are well aware of their expectations.
- District special education director and diagnostician.

## School Context and Organization Weaknesses

- We are working on a more centralized process and place for storing and managing Rtl data.

## School Context and Organization Needs

- Continue to work on areas that need improvement
- Training/Implementation in classroom and behavior management in our younger grades.

## School Context and Organization Summary

Hallie Randall is working towards a better RTI tracking system and communication avenue with parents. The Tier II intervention for reading will be done within the classroom by the classroom teachers. Math will be serviced through the math interventionist. In our younger grades, social and emotional gaps is a common area of concern throughout the state and reflected at Hallie Randall. Training opportunities for the staff to teach behavior, expectations, and communicate them effectively will be intentionally focused on.

# Technology

## Technology Data Sources

AUP Agreements  
CIRCLE  
District Policies  
Highly Qualified Staff  
IXL  
Lexia

# Comprehensive Needs Assessment

## Technology Data Sources (Continued)

Staff Development

Staff Surveys

Staff/Parents/Community/ Business members involved w/SBDM

Survey and Interviews of Students/Staff/Parents

## Technology Strengths

- Students are able to have access to chromebooks one to one and connect to the internet wirelessly.
- We use a variety of internet and software programs to assist teachers with classroom instruction
- We have tools to keep students safe and monitoring them while they are using the internet
- Parents have access to students/parents progress in classes through parent portal.

## Technology Weaknesses

- Some students have little access to technology or internet outside of the school
- Some students are not able to use the technology available to them effectively

## Technology Needs

- More instruction for students on how to use and navigate technology safely and effectively.
- Teachers to effectively navigate technology and software programs.

## Technology Summary

Overall, the district provides access to technology to help students and teachers. More training for students is needed to make sure they are using those tools safely and responsibly. Due to the experience level of some teachers, technology training for our veteran teachers to support the needs of the new generation of online learners.

# HALLIE RANDALL EL

**Goal 1.** Hallie Randall Elementary academic performance by Fruitvale ISD students will continue to make appropriate progress to meet or exceed state standards.

**Objective 1.** Fruitvale ISD will improve in each subject by 3% on MAP Growth and STAAR annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary staff will continue implementation of high quality instructional materials and training. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	Aug 10-May 23	(F)ESSER III, (F)IDEA Special Education, (S)Dyslexia Allotment, (S)Early Education Allotment	Criteria: Weekly Lesson Plans, Walk-throughs and Observations, Student Performance Data  11/07/23 - On Track 10/23/23 - On Track 05/31/23 - Pending 03/20/23 - Significant Progress
2. Conduct SST Meetings at least once per 9 weeks or as needed. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,5,5.1,5.2,5.3,5.4)	Counselor(s), HRE Principal, Teachers	Aug 10- May 23		Criteria: Agenda, Sign-in Sheet, Student Performance Data  11/07/23 - Some Progress 10/23/23 - Pending 03/20/23 - On Track
3. Continue implementation of the personalized learning commitments. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	Aug 10- May 23	(F)ESSER III, (S)Early Education Allotment	Criteria: Walk-throughs and Observations, Blended Learning Coaching Meetings  10/23/23 - Significant Progress 03/20/23 - On Track
4. Increase critical thinking, reading, and writing across content areas through the push of justification campaign. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	Aug 10- May 23	(F)ESSER II, (F)ESSER III	Criteria: Walk-throughs and Observations, Lesson Plans, implementation of a writing question: * 3-5 every assessment * K-2 sentence stations with vocabulary and stem  11/07/23 - No Progress 10/23/23 - Pending 03/20/23 - On Track
5. Enrichment of learning through STEAM Bus and career fair like a trunk or treat to expose students to higher level activities. (Title I SW Elements: 2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Counselor(s), CTE Teachers, FISD Chief of Police, HRE Principal, Teachers	Spring 2024		Criteria: Campus Master Calendar, social media announcements, flyers  10/23/23 - No Progress

# HALLIE RANDALL EL

**Goal 1.** Hallie Randall Elementary academic performance by Fruitvale ISD students will continue to make appropriate progress to meet or exceed state standards.

**Objective 1.** Fruitvale ISD will improve in each subject by 3% on MAP Growth and STAAR annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3) (ESF: 3.1)				03/20/23 - Some Progress
6. Data driven WIN time all year-focused tutorials in the spring. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	Aug 10- May 23		Criteria: Classroom Observations and Student Performance Data 10/23/23 - Some Progress 03/20/23 - On Track
7. 4th and 5th grade students will be given access to their student portal and track their own grades to be aware of missing assignments, low grades, and the progress within their classroom. (Title I SW Elements: 2.2,2.3,2.6) (Target Group: 4th,5th) (Strategic Priorities: 4) (ESF: 5.3,5.4)	Teachers	Quarterly		Criteria: Teacher/Student Data Tracker 03/20/23 - Completed
8. Host an awards program every nine weeks to celebrate student progress and success. (Title I SW Elements: 2.1,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselor(s), HRE Principal, Teachers	every 9 weeks		Criteria: Student Certificates, programs, award tracker 10/23/23 - Some Progress 03/20/23 - On Track
9. Incentives will be built into the classroom (Title I SW Elements: 2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 3)	Teachers	Aug 10- May 23		Criteria: Teacher records 10/23/23 - On Track 03/20/23 - Completed
10. Intervention/regular teachers will collaborate on pull-out RTI student progress and move students fluidly upon goals and resetting goals (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk,504,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	HRE Principal, Intervention Teachers, Paraprofessionals, Teachers	Ongoing	(F)ESSER III	Criteria: Student Performance Data, RTI student profiles 11/07/23 - On Track 10/23/23 - Pending 03/20/23 - On Track

# HALLIE RANDALL EL

**Goal 2.** Hallie Randall Elementary will improve staff retention and staff development.

**Objective 1.** Hallie Randall will ensure all staff receive the required staff development training to maintain certifications and reduce the turnover rate on the campus by 5% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue teacher incentive allotment with increased training on T-TESS and data analysis. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5.3)	Assistant Superintendent, HRE Principal, Instructional Coach	Aug 10-May 23	(S)Teacher Incentive Allotment	Criteria: Training Agenda and Sign in, T-Tess Documents, BOY/EOY Data for TIA Review.  11/07/23 - On Track 10/23/23 - On Track 03/20/23 - Significant Progress
2. Maintain ongoing communication and input from staff about scheduling, events, and idea implementation. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Improvement Team, Counselor(s), HRE Principal, Teachers	Aug 10- May 23		Criteria: Meeting sign in sheets, meeting agendas, staff input data from Google Forms (or other tools)  10/23/23 - Some Progress 03/20/23 - Some Progress
3. Recognition of teacher of the month, staff member of the month, difference maker and Morale boosters to highlight different staff. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	HRE Principal	Monthly	(L)Local Funds	Criteria: calendar, social media post, email, google form  10/23/23 - Significant Progress 03/20/23 - On Track
4. Instructional coach used to support teachers. (Title I SW Elements: 1.1,2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1.1,1.2,2,2.1,3.2,4,4.1,5,5.1,5.2)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)Title I, (S)Teacher Incentive Allotment	Criteria: Classroom Observations and Walk-throughs, 1:1 conferences and training records  10/23/23 - On Track 03/20/23 - On Track
5. Added planning time during music, steam, and recess. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	HRE Principal, Paraprofessionals	Weekly		Criteria: master schedule  10/23/23 - Completed 03/20/23 - Completed
6. Paid planning times for 1/2 a day or full day and covered classes to observe teachers. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.2)	HRE Principal, Instructional Coach, Teachers	As Needed		Criteria: master schedule  10/23/23 - Significant Progress 03/20/23 - On Track
7. Attendance drawing once a month for teacher incentive. (Title I SW Elements: 2.2)	HRE Principal	monthly	(L)Local Funds	Criteria: Sign In/Out Sheet, Time Clock Plus

# HALLIE RANDALL EL

**Goal 2.** Hallie Randall Elementary will improve staff retention and staff development.

**Objective 1.** Hallie Randall will ensure all staff receive the required staff development training to maintain certifications and reduce the turnover rate on the campus by 5% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				10/23/23 - On Track 03/20/23 - On Track
8. Weekly newsletter to the staff to support communication (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,5,5.2)	HRE Principal	Weekly		Criteria: newsletter 10/23/23 - Significant Progress 03/20/23 - On Track

# HALLIE RANDALL EL

**Goal 3.** Hallie Randall Elementary will improve attendance across all grade levels.

**Objective 1.** Hallie Randall Elementary will work on improving student attendance by 1% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district truancy policy plan for both excused and unexcused absences. In addition, a new head start policy will be enforced to maintain the 20 spots to be beneficial for students in attendance. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Counselor(s), FISD Chief of Police, HRE Principal	Aug 10-May 23		Criteria: Attendance reports and letters, Truancy Plan Documentation  10/23/23 - Some Progress 03/20/23 - Significant Progress
2. Increase communication with students and parents about attendance policy and recovery through video messages explaining the difference in perfect attendance, truancy, and incentive attendance policies. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	HRE Principal	Aug 10- May 23		Criteria: Parent/Guardian contact records (letters, emails, and phone calls), Attendance Reports  10/23/23 - No Progress 03/20/23 - Significant Progress
3. Maintain regular contact with parent via phone, in person, and email (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF: 3,3.4)	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Parent/Guardian contact records (letters, emails, and phone calls)  10/23/23 - On Track 03/20/23 - On Track
4. Incentive every nine weeks for students who maintain 90% or better attendance, incentive for perfect attendance, incentive for highest attendance per grade. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	HRE Principal, Teachers	Monthly		Criteria: Attendance reports, Campus Incentive Plans  10/23/23 - On Track 03/20/23 - On Track
5. Perfect attendance award per semester through the PTO. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	HRE Principal	Each semester		Criteria: Attendance reports  10/23/23 - No Progress 03/20/23 - On Track

# HALLIE RANDALL EL

**Goal 4.** Hallie Randall Elementary will increase communication with all parents and guardians across all grade levels and school programs.

**Objective 1.** Hallie Randall will increase parent engagement and attendance during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Screencastify/Facebook (or similar platforms) to develop trainings or to share critical information with parents and guardians. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	HRE Principal, Teachers	Ongoing		Criteria: Produced/Posed Training Resources, Parent/Guardian feedback  11/01/23 - Some Progress 10/23/23 - Some Progress 03/20/23 - Significant Progress
2. Increase parent engagement activities across the campus: Meet the Teacher, Easter Egg Hunt, Award Assemblies, Open House, Turkey Trot, Thanksgiving Dinner, Christmas and Valentines parties. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Counselor(s), HRE Principal, Paraprofessionals, Teachers	monthly	(L)Local Funds	Criteria: Event flyers/postings, Event sign in sheets, Parent/guardian feedback  11/07/23 - On Track 10/23/23 - Pending 03/20/23 - Significant Progress
3. Maintain a monthly campus communication to parent/guardian(s) in a newsletter and counselor connection via school messenger. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.3,3.4)	Counselor(s), HRE Principal	Monthly		Criteria: Communication records (emails, newsletters, school messenger)  10/23/23 - On Track 03/20/23 - On Track
4. Teachers will implement a type of communication system (i.e. Remind 101) in their personal classroom. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Teachers	Ongoing		Criteria: Communication records (emails, newsletters, school messenger system)  10/23/23 - Significant Progress 03/20/23 - Completed
5. Meet face to face on Parent Conference Day (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Intervention Teachers, Teachers	Nov. 1, 2023	(L)Local Funds	Criteria: Event sign in sheets, parent/guardian feedback  10/23/23 - Completed 03/20/23 - Completed
6. Use school messenger for reminders of upcoming events (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	HRE Principal	Ongoing		Criteria: Communication records  10/23/23 - On Track 03/20/23 - Significant Progress

# HALLIE RANDALL EL

**Goal 4.** Hallie Randall Elementary will increase communication with all parents and guardians across all grade levels and school programs.

**Objective 1.** Hallie Randall will increase parent engagement and attendance during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Support the PTO by providing entertainment for each meeting and integrate them into school through Lunch Buddies program, special events like Black light learning, volunteer hours for teachers. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	HRE Principal, Teachers	monthly		Criteria: Event flyer/postings, meeting notes  10/23/23 - Some Progress 03/20/23 - Significant Progress
8. Create a recycle project for Earth Day, solar eclipse participation, and planetarium experience through Region 7. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4,4.1)	HRE Principal, Teachers	Spring 2024, Dec 2023		Criteria: Project flyers/postings, school messenger/remind  10/23/23 - Some Progress 03/20/23 - No Progress
9. Provide students with essential school supplies for the school year to lessen the burden on parent/guardians- Next year, give list and notice in spring because parent's will regain responsibility. (Title I SW Elements: 1.1,3.1) (Target Group: All) (ESF: 3.4)	Assistant Superintendent, HRE Principal	August 2023	(F)ESSER III, (F)Title I	Criteria: Purchase order/invoice, supply lists, communications to parent/guardians  10/29/23 - Completed 03/20/23 - Completed

# HALLIE RANDALL EL

**Goal 5.** Hallie Randall Elementary will increase safety measures across the district.

**Objective 1.** Hallie Randall Elementary will increase security and safety measures through increased awareness, training, and best practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain an accurate inventory of PPE. (Title I SW Elements: 1.1) (Target Group: All)	FISD Chief of Police, HRE Principal, Nurse	Ongoing		Criteria: Inventory worksheet 10/23/23 - Completed 03/20/23 - Completed
2. Increase knowledge and understanding of behaviors that constitute bullying. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.2,3.3)	Counselor(s), HRE Principal, Teachers	Ongoing	(L)Local Funds	Criteria: Campus calendar of events, parent/student feedback, discipline reports, bullying reports/investigations 10/23/23 - No Progress 03/20/23 - Some Progress
3. Increase student awareness of citizenship and character traits, bullying, and dangerous situations through the facilitation of the Character Strong, Stranger Danger, Red Ribbon week, resource officer coins recognizing citizenship, and other mentoring opportunities. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2,3.3)	Counselor(s), FISD Chief of Police, HRE Principal, Teachers	Ongoing	(L)Local Funds	Criteria: Campus calendar of events, classroom lessons, parent/student/staff feedback. 10/23/23 - Some Progress 03/20/23 - Significant Progress
4. Ensure all staff have completed the safety training requirements for their job assignments (Title I SW Elements: 1.1,2.3) (Target Group: All) (ESF: 1,1.1,3.2,3.3)	Assistant Superintendent, FISD Chief of Police, HRE Principal	August	(F)Title I, (L)Local Funds	Criteria: Training records 10/23/23 - Significant Progress 03/20/23 - Completed
5. Implement and display posters of Stop it! (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.2,3.3,3.4)	Counselor(s), HRE Principal	August		Criteria: Stop It reports, Inventory 10/29/23 - Completed 03/20/23 - No Progress
6. Weekly door checks to make sure security cannot be breached. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Campus Secretaries, FISD Chief of Police	Weekly		Criteria: QR code audit 10/29/23 - On Track 03/20/23 - On Track
7. Use of Raptor system for events during school (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.4)	Campus Personnel, Campus Secretaries	As needed		Criteria: Campus calendar of events, Raptor reports 10/23/23 - Significant Progress

# HALLIE RANDALL EL

**Goal 5.** Hallie Randall Elementary will increase safety measures across the district.

**Objective 1.** Hallie Randall Elementary will increase security and safety measures through increased awareness, training, and best practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Students will always be in the presence of an adult. Paraprofessionals or an available adult will walk students to and from class. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2)	Paraprofessionals, Teachers	Daily		Criteria: Visual checks routinely 10/23/23 - On Track 03/20/23 - Significant Progress
9. Host Fireman Safety Week (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselor(s), Fisd Chief of Police	As Scheduled		Criteria: Campus calendar of events, student feedback 10/29/23 - Completed 10/23/23 - Completed 03/20/23 - Completed

# HALLIE RANDALL EL

Goal 6. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Attendance will be closely monitored with interventions for students with chronic absenteeism. Home visits will be conducted as needed. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>FISD Chief of Police, HRE Principal</p>	<p>Ongoing</p>		<p>Criteria: Attendance Records 10/23/23 - Some Progress 03/20/23 - On Track</p>
<p>2. Provide appropriate services to address the needs of students identified as homeless. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.3,3.4)</p>	<p>Assistant Superintendent, Counselor(s), HRE Principal, McKinney Vento Liaison</p>	<p>Ongoing</p>		<p>Criteria: Number of homeless students served 10/23/23 - Some Progress 03/20/23 - Significant Progress</p>
<p>3. Embedded support throughout the school day to support student growth and mastery. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.1,5.3,5.4)</p>	<p>HRE Principal, Paraprofessionals, Teachers</p>	<p>Ongoing</p>	<p>(F)ESSER III, (F)Title I, (S)Dyslexia Allotment, (S)State Compensatory</p>	<p>Criteria: MAPs Growth iXL Lexia STAAR Benchmarks STAAR 10/23/23 - On Track 03/20/23 - On Track</p>

# HALLIE RANDALL EL

Goal 6. Appendix

Objective 2. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will attend required Sexual Abuse and Prevention Training, Recognition of Maltreatment of Children, and Child Abuse and Trafficking Reporting Training. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.3,3.4)	Assistant Superintendent, Counselor(s), McKinney Vento Liaison	Ongoing	(F)Title I	Criteria: Training Records 03/20/23 - Completed
2. Recognize October as Bullying Awareness Month with a variety of activities and instruction. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), Fisd Chief of Police, HRE Principal, Teachers	October		Criteria: Activities conducted and reported to Campus Administration 10/23/23 - Completed 03/20/23 - Completed
3. Campus will participate in Red Ribbon Week with a variety of activities. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), Fisd Chief of Police, HRE Principal	October		Criteria: Schedule of events 11/07/23 - Completed 03/20/23 - Completed
4. Campus will provide staff and students training for the identification, prevention, and consequences of bullying. Policies regarding bullying will be communicated and posted as required. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal	Ongoing	(F)Title I	Criteria: Documentation of training 11/07/23 - No Progress 03/20/23 - Some Progress
5. Early mental health intervention and suicide prevention training provided to all staff annually. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Superintendent, Counselor(s)	Ongoing	(F)Title I	Criteria: Documentation of training 10/23/23 - Completed 03/20/23 - Completed
6. Staff trained in Stop the Bleed. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,2.2.1)	Assistant Superintendent, Fisd Chief of Police, Nurse	Ongoing		Criteria: Documentation of training 10/23/23 - Completed 03/20/23 - Completed

# Fruitvale ISD

## Graduate Profile



### Productive Citizen

Work Ethic | Integrity | Motivated

### Life-Long Learner

Driven | Ownership | Decisive

### 21st Century Innovator

Problem Solver | Creative | Perseverance

### Humble Leader

Communicator | Goal Setter | Collaborator

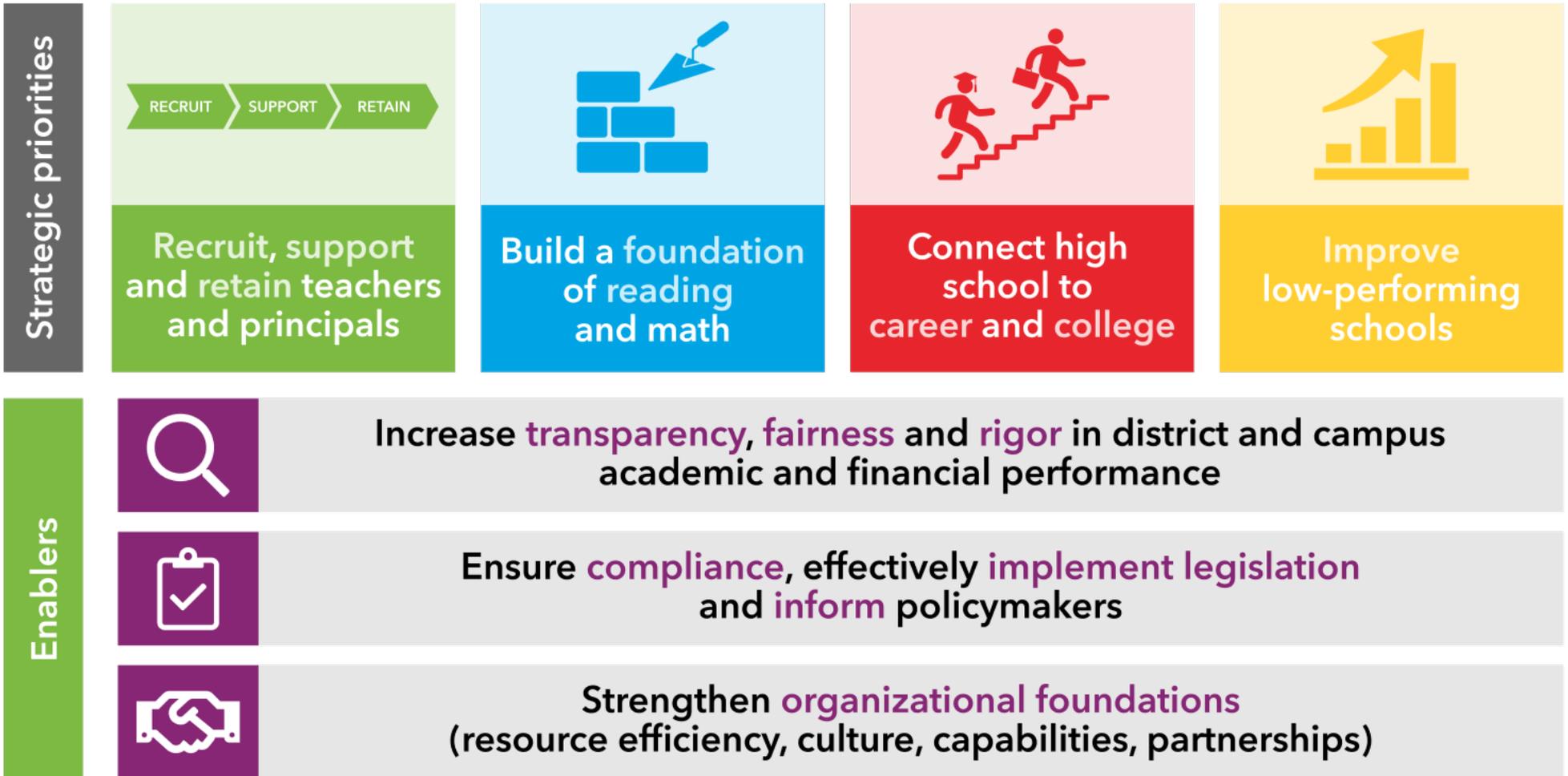
### Global Minded

Adaptable | Flexible | Culturally Competent

## Learners Today - Leaders Tomorrow



# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*