

HALLIE RANDALL EL

HRE Campus Improvement Plan 2025/2026

Learners Today, Leaders Tomorrow!



Hallie Randall Elementary
131 VZCR 1901; Fruitvale, TX 75127
903-896-4466

HALLIE RANDALL EL

Mission

Learners Today - Leaders Tomorrow

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

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.

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HALLIE RANDALL EL Site Base

Name	Position
Teel, JJ	HRE Principal
Perritt, Joe	District User
Good, Heather	Teacher
Sigler, Phebe	Teacher
Monds, Matthew	Teacher
Maciel, Brittany	Parent Representative
Browning, Amy	Secretary
Easley, Felisha	Nurse
Alvizo, Berto	Police Officer

Resources

Currency



Total	\$3,484,272
Federal	\$242,882
State	\$3,241,390
Local	\$0
Other	\$0

Resource	Source	Amount
IDEA Special Education	Federal	\$80,994
IDEA, Prekindergarten	Federal	\$2,279
REAP-SRSA	Federal	\$29,403
Title I	Federal	\$107,150
Title IIA Principal and Teacher Improvement	Federal	\$13,056
Title IV Safe and Drug Free	Federal	\$10,000
Bilingual Allotment	State	\$9,094
Cops Grant	State	\$43,700
Dyslexia Allotment	State	\$38,533
Early Education Allotment	State	\$144,348
Instructional Materials Allotment	State	\$85,954
LASO 2.0 Strategic Operations	State	\$71,831
LASO 3.0 Math Implementation	State	\$200,000
LASO 3.0 Planning	State	\$97,297
LASO 3.0 RLA Implementation	State	\$200,000
Safe Cycle 2	State	\$22,562

Resources

Resource	Source	Amount
School Safety Allotment	State	\$107,924
School Safety Grant	State	\$54,900
Special Education	State	\$1,025,858
State Compensatory	State	\$359,617
Stronger Connections Grant 2024-2026	State	\$441,782
Teacher Incentive Allotment	State	\$337,990

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics
Drop-out Rates
Federal Program Guidelines
Graduation Records
Homeless Students
Mobility Rates
Multi-Year Trends
PEIMS Reports
Special Student Populations
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Demographics Strengths

The current enrollment and staff ratios support the maintenance of small class sizes, fostering a more personalized learning environment.

Low failure rates are achieved through targeted teacher and staff interventions aimed at promoting student growth and success.

Students participating in special programs receive accommodations tailored to their individualized needs, ensuring equitable access to learning resources and support.

Demographics Weaknesses

- Strengthening parent and family engagement is essential, particularly given the high percentage of economically disadvantaged students, to foster supportive home-school partnerships.
- Efforts are needed to enhance the perception of academic importance within the community, as educational achievement is not prioritized in a significant portion of households.

Demographics Needs

- Elevating the priority of education within our families and community is essential. To foster this, parents should be encouraged to take a more active partnership in their

Comprehensive Needs Assessment

Demographics Needs (Continued)

student's educational journey through clear, transparent communication and engagement opportunities.

Demographics Summary

Hallie Randall Elementary is a Head Start through 5th grade Title I campus in Fruitvale ISD, located in Fruitvale, TX. Student enrollment fluctuates throughout the school year, requiring a responsive approach to resource allocation. The campus serves a diverse student population, primarily represented by White and Hispanic students, with additional representation from multi-racial and African American groups.

Our special populations include students receiving special education services, Section 504 accommodations, gifted and talented programming, and English language support. Additionally, a substantial portion of our students are economically disadvantaged, and a significant number have been identified as at-risk. Transfer students make up a notable segment of our campus population. Overall, enrollment remains steady at 206 students for the current school year.

Student Achievement

Student Achievement Data Sources

CIRCLE
Disaggregated STAAR Data
District Assessments
Graduation Records
IEP/Progress Reports
IXL
Lexia
MAP Growth Data
Multi-Year Trends
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
STAAR Alt. 2

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

STAAR Interim Assessments (Benchmarks)
Standardized Tests
Summary of Student Progress (not taking STAAR)
TELPAS
Through the Year Assessment (Social Studies)
TXKEA

Student Achievement Strengths

- Blended learning strategies, including the station rotation model, have been implemented in the majority of classrooms to enhance instructional flexibility and personalized learning.
- Student progress is routinely monitored through the use of unit assessments, MAP Growth, Lexia, IXL, and other evaluative tools to track progress and support individual growth.
- A comprehensive array of resources is available to teachers for effective monitoring, intervention, and remediation to support student achievement.

Student Achievement Weaknesses

Students demonstrate limited academic stamina and inconsistent effort during extended learning tasks, impacting achievement in reading comprehension and multi-step problem-solving.

Writing across the campus needs to improve, with a focus on developing consistent expectations for written responses, grammar, and extended composition in all grade levels and subjects.

Student Achievement Needs

Ongoing support for the implementation of Bluebonnet Learning.
Integration of engagement strategies (e.g., Kagan structures, cooperative learning, movement breaks) to maintain student attention and effort.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Regular use of progress monitoring and feedback systems that celebrate effort, not just achievement.
Strengthened alignment of Tier 1 instruction and intervention supports to sustain effort for struggling learners.

Student Achievement Summary

The campus shows strengths in blended learning, with the station rotation model enhancing flexibility and personalized learning in most classrooms. Student progress is closely monitored using tools like MAP Growth, Lexia, and IXL, and teachers have access to extensive resources for effective intervention and remediation. Student data and classroom observations indicate a need to increase academic stamina and consistent student effort across all grade levels. Many students struggle to sustain focus and perseverance during extended learning tasks, which impacts overall achievement. In addition, writing performance across the campus is an area of concern. A coordinated effort to implement effective writing strategies and expectations across all subjects and grade levels is needed to improve students' written communication, critical thinking, and content mastery.

The district and campus accountability reports can be accessed on the district website:
<https://sites.google.com/fruitvaleisd.com/fisdaccountability/accountability>

School Culture and Climate

School Culture and Climate Data Sources

Morale Booster Participation
Staff Skills/Inventory for EOP
Staff Surveys
Teacher Retention Data

School Culture and Climate Strengths

Staff demonstrate a deep commitment to student well-being, frequently providing assistance beyond academic needs.

A designated homeless liaison supports students and families experiencing hardships, ensuring they have access to necessary resources.

Community members actively reinvest in the school, both through volunteer efforts and by serving as employees.

Staff collaboration is encouraged, with faculty input valued in decision-making processes, enhancing team cohesion.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

New students are welcomed by their peers, promoting a smooth transition into the school community.

Faculty participate in a variety of team-building and community-oriented activities which helps build a positive, connected campus culture.

Student success is celebrated weekly, monthly, and at each grading term, with families and the community actively included in recognizing students' accomplishments.

Incentivize regular attendance by implementing incentive programs to encourage consistent student attendance, fostering a commitment to daily school engagement.

School Culture and Climate Weaknesses

Limited family support for student success, as academic achievement is not consistently prioritized within some households.

Student attendance does not remain consistently high, which further impacts learning continuity and achievement.

School Culture and Climate Needs

Provide targeted professional development in Tier I and Tier II classroom management strategies for teachers needing additional support, ensuring they have effective tools and interventions to maintain a positive learning environment.

Offer targeted guidance for students in areas such as emotional regulation, friendship skills, and conflict resolution, helping to cultivate a supportive and respectful campus community.

In response to the increase in students with mental health needs, such as ADD and autism, enhance training for teachers to equip them with skills and strategies to support these students effectively.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Our campus excels in creating a supportive, inclusive environment, with staff deeply committed to student well-being and a dedicated homeless liaison providing essential resources. Active community involvement and regular celebrations of student success strengthen our positive culture. Staff collaboration is prioritized, fostering unity and team spirit.

To enhance our environment, we plan to offer targeted professional development in classroom management. We'll also provide guidance for social-emotional skills and increase training for staff to support students with mental health needs, ensuring all students receive the support they need to thrive.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

- Community Demographics
- Community Input
- District Policies
- District Snapshot Data
- Federal Program Guidelines
- Growth Projections
- Highly Qualified Staff
- Multi-Year Trends
- Staff Development

Staff Quality, Recruitment and Retention Strengths

Staff members are eligible to receive stipends for every five-year milestone in their employment, recognizing and encouraging long-term commitment to the campus.

Teacher Incentive Allotment compensation is provided based on student growth and performance evaluations, rewarding effective teaching practices and commitment to student success.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Staff appreciation events are hosted regularly throughout the year to acknowledge the dedication and contributions of all staff members.

Dedicated time for training is essential to ensure teachers maintain high levels of instructional effectiveness.

District Incentive Plan offers additional incentive opportunities, promoting staff retention and fostering a motivated, supportive educational environment.

Staff Quality, Recruitment and Retention Weaknesses

Implementation of effective blended learning practices requires significant time and investment.

Teachers are focused on remediating existing learning gaps among students, which necessitates additional support and resources to ensure all students reach required proficiency levels.

Staff Quality, Recruitment and Retention Needs

Targeted professional development is provided to support teachers' adaptation to evolving standards, enhancing their confidence and instructional quality.

Staff Quality, Recruitment and Retention Summary

Hallie Randall Elementary strives to create a supportive and rewarding work environment for all staff members. Throughout the year, various initiatives are implemented to show appreciation and provide retention incentives. Administrators actively support teachers in managing student behavior, creating a positive classroom environment, and providing opportunities for teachers to showcase their skills. Additionally, teachers have access to targeted professional learning opportunities to enhance their expertise and adapt to evolving educational needs. While these initiatives strengthen our community, further enhancements to staff support and appreciation are ongoing priorities.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Blended Learning Data
CIRCLE
Disaggregated STAAR Data
District Assessments
Federal Program Guidelines
IXL
Lexia
MAP Growth Data
Multi-Year Trends

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

PEIMS Reports
Promotion/Retention Rates
Special Student Populations
STAAR Alt. 2
STAAR Interim Assessments (Benchmarks)
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Summary of Student Progress (not taking STAAR)
Targeted Improvement Plans
TELPAS
Through the Year Assessment (Social Studies)
TPRI
TXKEA

Curriculum, Instruction and Assessment Strengths

Students are continuously assessed through a variety of tools, including MAP, interim STAAR assessments, TXKEA, CLI Engage, Lexia, IXL, and curriculum assessments to monitor progress and inform instruction.

The campus utilizes high quality instructional materials such as Frogstreet Learning for Headstart and Pre-K and Bluebonnet Learning for Kindergarten through Fifth grade for RLA, Math and Foundational Skills, ensuring consistency and alignment with state expectations.

Hallie Randall Elementary provides ongoing, needs-based training for teachers, addressing observed challenges and enhancing classroom effectiveness.

Blended learning strategies are employed to increase student engagement and meet diverse individual learning needs, promoting a more personalized educational experience.

Curriculum, Instruction and Assessment Weaknesses

Teachers are encouraged to implement more active monitoring and provide immediate feedback while students are actively learning to enhance engagement and support timely instructional adjustments.

Limited designated vertical planning time to ensure alignment of instructional practices and expectations across grade levels.

Lack of consistent opportunities for staff-delivered professional development, which could strengthen peer collaboration and sharing of effective classroom strategies.

Variability in the implementation of writing instruction and use of common rubrics across content areas.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

There is a need for professional development focused on active monitoring and real-time feedback strategies. By enhancing teachers' skills in these areas, we can improve student engagement and ensure instructional adjustments are made promptly to meet individual learning needs effectively.

Teachers require more in-depth training on the supplemental resources available to them. Providing targeted professional development on these tools will enable teachers to utilize them fully, maximizing their impact on instruction and supporting differentiated learning in the classroom.

Curriculum, Instruction and Assessment Summary

Campus data and classroom observations indicate a need to increase academic stamina and consistent student effort across all grade levels. Many students struggle to sustain focus and perseverance during extended learning tasks, impacting overall achievement. Writing performance is also an area of concern, with a need for consistent, campus-wide writing expectations and strategies implemented across subjects and grade levels. Additionally, limited vertical planning time and few opportunities for staff-led professional development hinder collaboration, alignment of instruction, and the sharing of effective practices. Providing structured time for vertical planning and empowering teachers to lead professional learning will strengthen instructional consistency and support student growth in all areas.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
PTO Feedback
Safe Schools Checklist
Staff/Parents/Community/ Business members involved w/SBDM
Stakeholder Survey

Family and Community Involvement Strengths

PTO has started to be integrated back into the school events and support staff/ students.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Required documents are posted and available to view
Parent Portal is available so parents can stay up to date on student progress
Hallie Randall held Parent/Teacher Conferences in November and had about a 75% participation rate
Teachers use parent communication apps like Remind to keep in touch with parents on a regular basis.
Monthly newsletter is sent home to communicate upcoming events.

Family and Community Involvement Weaknesses

Some parents don't use Parent Portal or do not have access at home.
The campus operates as a closed campus, which can sometimes be perceived as less inviting or accessible to parents and families.

Family and Community Involvement Needs

Forming a partnership with parents to open our doors and build relationship through showcasing students.
The staff needs to explore ways to build trust among school/family life.

Family and Community Involvement Summary

Hallie Randall has parents who care and need to be informed more regularly on their child's progress. By promoting and partnering more with PTO, Hallie Randall is inviting parents to come be a part of the experience of educating their child. The communication is getting better to encourage this partnership on a teacher level and campus level.

School Context and Organization

School Context and Organization Data Sources

Comprehensive Needs Assessment

Community Demographics
Community Input
Discipline Referrals
District Policies
District Snapshot Data
Drop-out Rates
Expulsion/Suspension Records
Federal Program Guidelines
Growth Projections
Highly Qualified Staff
Multi-Year Trends
Parent Participation
PEIMS Reports
Safe Schools Checklist
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
TIA Teacher Designations

School Context and Organization Strengths

Our administrative team collaborates effectively, sharing duties and responsibilities to provide comprehensive leadership across the campuses. The district-provided ESL coordinator offers specialized support for English Language Learners (ELLs), assisting teachers in implementing effective instructional strategies and providing resources tailored to the unique needs of ELL students. A full-time diagnostician and SPED director are available to oversee and support the identification, assessment, and services provided to students with special needs. Their expertise ensures that students receive appropriate interventions, accommodations, and individualized instruction, contributing to a more inclusive and supportive learning environment. The district dyslexia teacher offers targeted instruction and interventions for students with dyslexia, working closely with classroom teachers to implement best practices. The campus 504 coordinator manages accommodations and services for students with disabilities, ensuring that each student's individual needs are met under Section 504 of the Rehabilitation Act. This position helps maintain compliance, supports teachers in adapting instruction, and fosters an accessible learning environment for all students.

School Context and Organization Weaknesses

The campus faces a challenge with staff members serving in multiple roles, leading to increased workload and reduced effectiveness. Many are balancing additional responsibilities beyond their primary duties, which can impact morale and job satisfaction

Comprehensive Needs Assessment

School Context and Organization Needs

Implement strategies to reduce workload strain and improve role clarity. Key actions include hiring additional support staff where possible, redistributing responsibilities to create a more balanced workload, and providing resources for time management and stress reduction. Regular check-ins with staff can help identify areas where support is most needed, and structured professional development can equip staff with strategies for managing responsibilities efficiently.

School Context and Organization Summary

Hallie Randall Elementary benefits from a cohesive administrative team, dedicated district support roles (ESL Coordinator, Dyslexia Teacher, full-time Diagnostician, and SPED Director), and a Campus 504 Coordinator, all of which provide essential support to meet diverse student needs. Additionally, the campus employs a range of continuous assessments and a TEKS-aligned curriculum to monitor student progress and ensure instructional consistency. However, some staff members balance multiple roles, which can lead to increased workload and impact their effectiveness and morale. To address this, the campus would benefit from additional staffing support, workload redistribution, and professional development focused on time management and role-specific strategies. Strengthening these areas will enhance job satisfaction and sustain a positive learning environment.

Technology

Technology Data Sources

Comprehensive Needs Assessment

Community Demographics
Community Input
District Policies
Federal Program Guidelines
Multi-Year Trends
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Technology Strengths

- Each student is provided with one-to-one access to Chromebooks, enabling them to connect wirelessly to the internet.
- A diverse range of internet resources and software programs are utilized to support teachers in delivering effective classroom instruction.
- Comprehensive tools are in place to ensure student safety and to monitor internet usage effectively.
- Parents have access to a parent portal, allowing them to monitor their child's progress in classes.

Technology Weaknesses

- A portion of students have limited access to technology and the internet outside of school, which may impact their ability to engage fully in digital learning.
- Some students experience challenges in effectively utilizing the technology resources available to them within the school setting.

Technology Needs

- Provide additional instruction to students on safe and effective technology usage and navigation.
- Ensure teachers are equipped to proficiently navigate technology and software programs to enhance instructional delivery.--comment node--

Technology Summary

•The district offers comprehensive access to technology to support both students and teachers in achieving educational goals. To ensure responsible and safe usage, additional training for students is necessary. Given the varying experience levels among staff, targeted technology training for veteran teachers is essential to effectively meet the needs of the current generation of online learners.

HALLIE RANDALL EL

Goal 1. (Academic Performance and Growth) HRE students will continue to make appropriate academic progress.

Objective 1. Student performance on STAAR annually will meet or exceed state-level student performance. 60% of students will meet or exceed their projected growth on pre- and post-tests annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and support high quality instructional materials in all academic courses to ensure standards-based instruction, grade-level/course rigor, and critical thinking. (Target Group: All)	Assistant Superintendent, HRE Principal, Instructional Coach	Aug - May	(S)CTE, (S)Early Education Allotment, (S)LASO 2.0 Strategic Operations, (S)LASO 3.0 Math Implementation, (S)LASO 3.0 Planning, (S)LASO 3.0 RLA Implementation, (S)Teacher Incentive Allotment	Criteria: PLC Agendas, TTESS Observations, Bluebonnet Learning Observations (elementary), Training Agendas/Attendance
2. Maintain a regular cadence of PLC meetings to support student performance and build capacity. (Target Group: All)	Assistant Superintendent, HRE Principal, Instructional Coach	Aug - May	(L)Local Funds, (S)CTE, (S)LASO 3.0 Math Implementation, (S)LASO 3.0 Planning, (S)LASO 3.0 RLA Implementation	Criteria: PLC Agendas, Sign-in Sheets
3. Utilize Sibme observation tools to strengthen instructional leadership, feedback, and support. (Target Group: All)	HRE Principal, Instructional Coach	Aug - May	(L)Local Funds, (S)LASO 2.0 Strategic Operations, (S)LASO 3.0 Math Implementation, (S)LASO 3.0 Planning, (S)LASO 3.0 RLA Implementation	Criteria: DMAC T-TESS Reports, Sibme Usage Reports, Sibme Huddles
4. Organize learning walks with staff to foster a collaborative professional learning environment and continuous practices of improvement. (Target Group: All)	HRE Principal	Aug - May	(L)Local Funds	Criteria: Calendar, Exit Tickets
5. Engage in focused vocabulary development in all courses to ensure students have mastery of academic vocabulary as well as critical content vocabulary to support comprehension. (Target Group: All)	Assistant Superintendent, HRE Principal, Instructional Coach	Aug - May		Criteria: DMAC TTESS Documentation, HQIM
6. Work collaboratively and use student data to develop and monitor individual learning plans and accommodations for students in special program areas to ensure student growth. (Target Group: All)	HRE Principal, Special Education Director	Aug - May	(S)Special Education, (S)State Compensatory	Criteria: Students' individual educational plans across special programs, MTSS documentation
7. Maintain the implementation of personalized learning (also known as blended learning) in kindergarten through grade 5 RLA and math courses. (Target Group: All)	Assistant Superintendent, HRE Principal, Instructional Coach	Aug - May	(S)Instructional Materials Allotment, (S)LASO 2.0 Strategic Operations	Criteria: DMAC TTESS Documentation, Personalized Learning 1:1 Meetings, Personalized Learning Training

HALLIE RANDALL EL

Goal 1. (Academic Performance and Growth) HRE students will continue to make appropriate academic progress.

Objective 1. Student performance on STAAR annually will meet or exceed state-level student performance. 60% of students will meet or exceed their projected growth on pre- and post-tests annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
K,1st,2nd,3rd,4th,5th,6th,7th ,8th)				
8. Maintain an effective campus-based MTSS system of practice to ensure student growth and support for students struggling with grade-level standards and/or executive function. (Target Group: AtRisk)	HRE Principal, Special Education Director	Aug - May	(S)State Compensatory	Criteria: Calendar, MTSS Meeting Agendas, MTSS Documentation

HALLIE RANDALL EL

Goal 2. (Staff Retention and Development) HRE will improve staff retention and staff development.

Objective 1. HRE will maintain a staff turnover rate of less than 5% annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in TTESS calibration activities with TTESS appraisers twice annually. (Target Group: All)	HRE Principal	Aug - May	(F)Title I, (S)Teacher Incentive Allotment	Criteria: Calendar, TTESS Calibration Agendas, Exit Tickets
2. Increase the quality of TTESS feedback on both informal and formal observations. (Target Group: All)	HRE Principal	Aug - May	(F)Title I, (S)Teacher Incentive Allotment	Criteria: DMAC TTESS Documentation

HALLIE RANDALL EL

Goal 3. (State and Federal Compliance Requirements) HRE will maintain the required state/federal district improvement strategies annually.

Objective 1. Attendance & Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus committees and district/campus administrators will review and analyze annual dropout records and current/pending cases. (Target Group: AtRisk)	HRE Principal	ongoing		Criteria: PEIMS records, RDA reports
2. Attendance will be closely monitored with timely interventions for students with chronic absenteeism. Home visits will be conducted as needed. Reference current truancy plan. (Target Group: AtRisk)	Counselor(s), FISD Chief of Police, HRE Principal	ongoing		Criteria: Attendance records, truancy court
3. Accelerated Learning will be provided to students in grades 3-10 to recover learning gaps and promote mastery of learning concepts and skills. Accelerated Learning occurs during elementary WIN time, JH and HS Lab courses or tutorials. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All,ECD,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5.3,5.4)	HRE Principal, Teachers	ongoing	(S)State Compensatory	Criteria: attendance records, RTI documentation, teacher records
4. Provide appropriate services to address the needs of students identified as homeless. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Counselor(s), McKinney Vento Liaison	ongoing	(F)Title I, (S)State Compensatory	Criteria: Number of homeless students served
5. Utilize paraprofessionals to assist with struggling students within classrooms. (Target Group: AtRisk) (Strategic Priorities: 2,4)	HRE Principal, Paraprofessionals, Teachers	ongoing	(F)Title I, (S)State Compensatory	Criteria: Increase in student results on benchmark assessments
6. Teachers will utilize resources such as Lexia and IXL to assist in the development of proper cognitive thinking processes and intervention for struggling students. (Title I SW Elements: 2.4,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5.2,5.3,5.4)	Assistant Superintendent, HRE Principal, Instructional Coach, Teachers	ongoing	(S)Instructional Materials Allotment	Criteria: Improvement on student assessments
7. Explicit, direct, small group, multisensory	Dyslexia Teacher, Special	ongoing	(S)Dyslexia Allotment	Criteria: Number of dyslexic

HALLIE RANDALL EL

Goal 3. (State and Federal Compliance Requirements) HRE will maintain the required state/federal district improvement strategies annually.

Objective 1. Attendance & Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instruction for students identified with dyslexia characteristics and in need of dyslexia services through the use of the MTA program. (Target Group: Dys) (Strategic Priorities: 2,4) (ESF: 3.3,5.3)	Education Director			students served; Progress on MTA mastery checks

HALLIE RANDALL EL

Goal 3. (State and Federal Compliance Requirements) HRE will maintain the required state/federal district improvement strategies annually.

Objective 2. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All FISD staff will attend required Sexual Abuse and Prevention Training, Recognition of Maltreatment of Children, and Child Abuse & Trafficking Reporting Training. (Target Group: All)	Assistant Superintendent, Counselor(s), FISD Chief of Police	August		Criteria: Documentation of training and maintaining records for all district personnel
2. Campuses will recognize October as Bullying Awareness Month with a variety of activities and instruction. (Target Group: All)	Counselor(s), FISD Chief of Police	October	(S)Stronger Connections Grant 2024-2026	Criteria: Activities conducted and reported to campus administration
3. Campuses will participate in Red Ribbon Week and a variety of activities. (Target Group: All,AtRisk)	Counselor(s), FISD Chief of Police	October	(S)Stronger Connections Grant 2024-2026	Criteria: Red Ribbon week schedule of events
4. Campuses will provide staff and students training for the prevention, identification, and consequences of bullying. District policies regarding bullying will be communicated and posted as required. (Target Group: All)	Counselor(s), FISD Chief of Police	annually	(S)Stronger Connections Grant 2024-2026	Criteria: Campuses will maintain documentation of training.
5. Early mental health intervention and suicide prevention training provided to all staff annually. (Target Group: All)	Assistant Superintendent, Counselor(s)	August	(L)Local Funds, (S)Stronger Connections Grant 2024-2026	Criteria: All training documented and records maintained for all district personnel
6. Teachers and staff will receive their CPR certification and be trained through Stop the Bleed. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Assistant Superintendent, FISD Chief of Police, Nurse	as needed		Criteria: staff training sign in sheet

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Goal 4. (Nonacademic Supports) HRE will implement and maintain strong nonacademic supports for all students.

Objective 1. (Attendance) HRE will maintain a strong attendance rate annually to support student learning, staffing, and school programs. The annual attendance rate will meet or exceed 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the district truancy plan for both excused and unexcused absences to ensure students recover lost instructional time. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (ESF: 3,3.3,3.4)	HRE Principal	Aug - June	(S)State Compensatory	Criteria: attendance reports, truancy plan documentation
2. Maintain ongoing communication with students and parents about attendance policy and recovery of lost instructional time. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (ESF: 3,3.3,3.4)	HRE Principal	Aug - Jun		Criteria: attendance reports, communication records
3. Promote the importance of attendance to support learning. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (ESF: 3,3.3,3.4)	HRE Principal	Aug - May	(L)Local Funds	Criteria: attendance reports, campus incentive plans

HALLIE RANDALL EL

Goal 4. (Nonacademic Supports) HRE will implement and maintain strong nonacademic supports for all students.

Objective 2. (Building Relationships and Connections) HRE will committee to building relationships and connections with students as well as their families to ensure the success and growth of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase awareness of potential barriers and negative consequences to leading a positive and healthy lifestyle with presentations, awareness campaigns, and learning resources. (Target Group: All)	Counselor(s), FISD Chief of Police	Aug - May	(S)Stronger Connections Grant 2024-2026	Criteria: Calendars, Agendas, Counselor Documentation, Base Learning Reports
2. Increase parent training related to critical awareness topics and other identified needs. (Target Group: All)	Counselor(s), FISD Chief of Police	Aug - May	(S)Stronger Connections Grant 2024-2026	Criteria: Calendars, Agendas, Counselor Documentation, Base Learning Reports
3. Train staff in the program, "Capturing Kids Hearts." (Target Group: All)	HRE Principal	Jan - Aug	(S)Stronger Connections Grant 2024-2026	Criteria: Professional Development Tracking Worksheets, Agendas, Sign-in Sheets

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Goal 5. (School Safety and Security) HRE will implement and maintain strong safety policies and security protocols.

Objective 1. HRE will maintain a safe and secure environment for staff, students, and families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to increase awareness of behaviors that pose a threat to others and constitute as bullying (e.g., Threats are no joke! campaign, Anti-Bullying Presentations, and Kindness campaigns). (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.3)	Counselor(s), Fisd Chief of Police, HRE Principal	Aug - May	(S)Stronger Connections Grant 2024-2026	Criteria: district/campus calendar, social media posts, signage, presentation agendas
2. Campus will maintain compliance with the state and federal requirements for school safety and security. (Target Group: All)	Fisd Chief of Police, HRE Principal	ongoing	(S)Cops Grant, (S)Safe Cycle 2, (S)School Safety Allotment, (S)Stronger Connections Grant 2024-2026	Criteria: EOP, Safety Audits, Safety Meeting Agendas/Minutes

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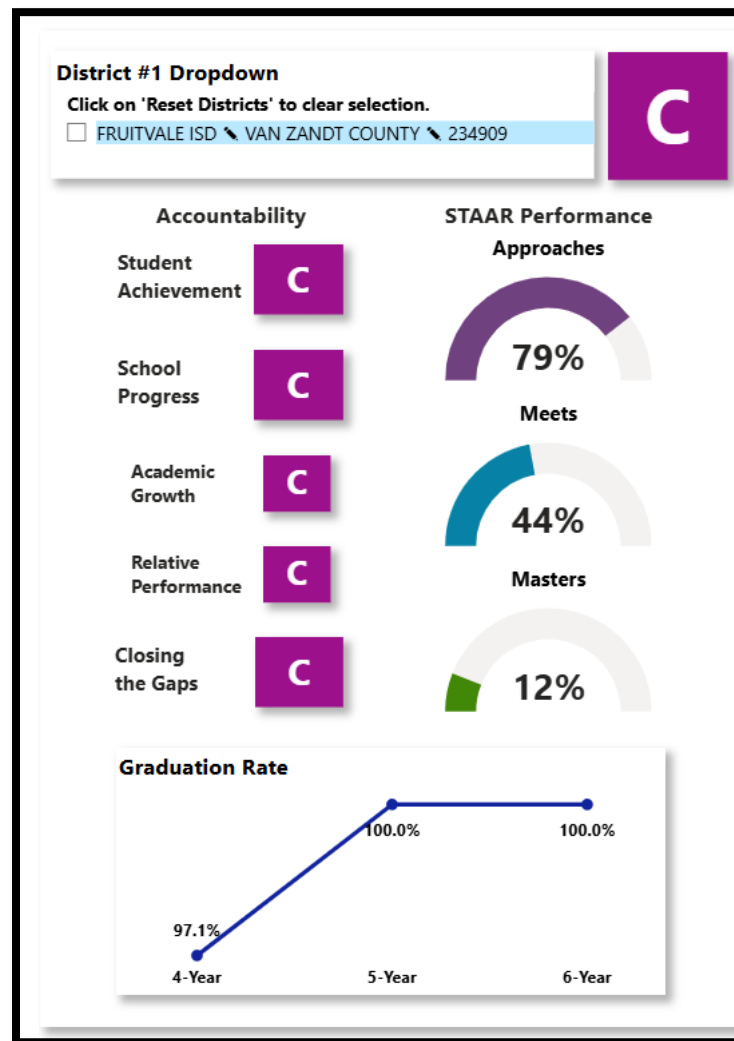
Goal 6. (Parent Engagement and Involvement) HRE will promote involvement and maintain strong communication with parents and guardians.

Objective 1. HRE will continue to promote parent and family engagement to enhance student learning and the home-school connection.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the new legislation requirement for two face-to-face parent conferences annually. (Target Group: All,ESL,SPED,GT,CTE,AtRisk,HS,504)	HRE Principal, Teachers	Aug - May		Criteria: Sign-in sheets, Contact Logs
2. Implement and communicate the parental rights noted in Senate Bill 12. (Target Group: All)	Counselor(s), HRE Principal, Teachers	ongoing		Criteria: Parent communications
3. Maintain regular communication with parents about district and campus events, student progress, student behavior, and classroom activities. (Target Group: All)	Counselor(s), HRE Principal, Teachers	Aug - May		Criteria: Communication documentation (e.g., social media posts, school messenger emails, flyers, etc.)
4. Maintain regular opportunities for parents and families to engage with the school, such as award assemblies, Thanksgiving Lunch, Easter Egg Hunt, Meet the Teacher, and so on. (Target Group: All)	HRE Principal	ongoing		Criteria: Communication documentation (e.g., social media posts, school messenger emails, flyers, etc.)

2024-2025 Campus Accountability Ratings

Fruitvale ISD



2024-2025 Campus Accountability Ratings

Hallie Randall Elementary | Fruitvale Middle School | Fruitvale High School

School #1 Dropdown

Click on 'Reset Schools' to clear selection.

☐ HALLIE RANDALL EL \ FRUITVALE ISD \ 234909101

B

Accountability

Student Achievement

C

School Progress

A

Academic Growth

A

Relative Performance

B

Closing the Gaps

C

STAAR Performance

Approaches

78%

Meets

45%

Masters

17%

School #2 Dropdown

Search By: School Name, School # or District Name

FRUITVALE MIDDLE \ FRUITVALE ISD \ 234909041

C

Accountability

Student Achievement

C

School Progress

C

Academic Growth

C

Relative Performance

D

Closing the Gaps

D

STAAR Performance

Approaches

75%

Meets

42%

Masters

10%

School #3 Dropdown

Search By: District Name, District # or County Name

FRUITVALE H S \ FRUITVALE ISD \ 234909001

B

Accountability

Student Achievement

B

School Progress

B

Academic Growth

F

Relative Performance

B

Closing the Gaps

D

STAAR Performance

Approaches

85%

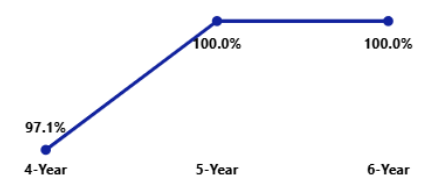
Meets

47%

Masters

9%

Graduation Rate



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

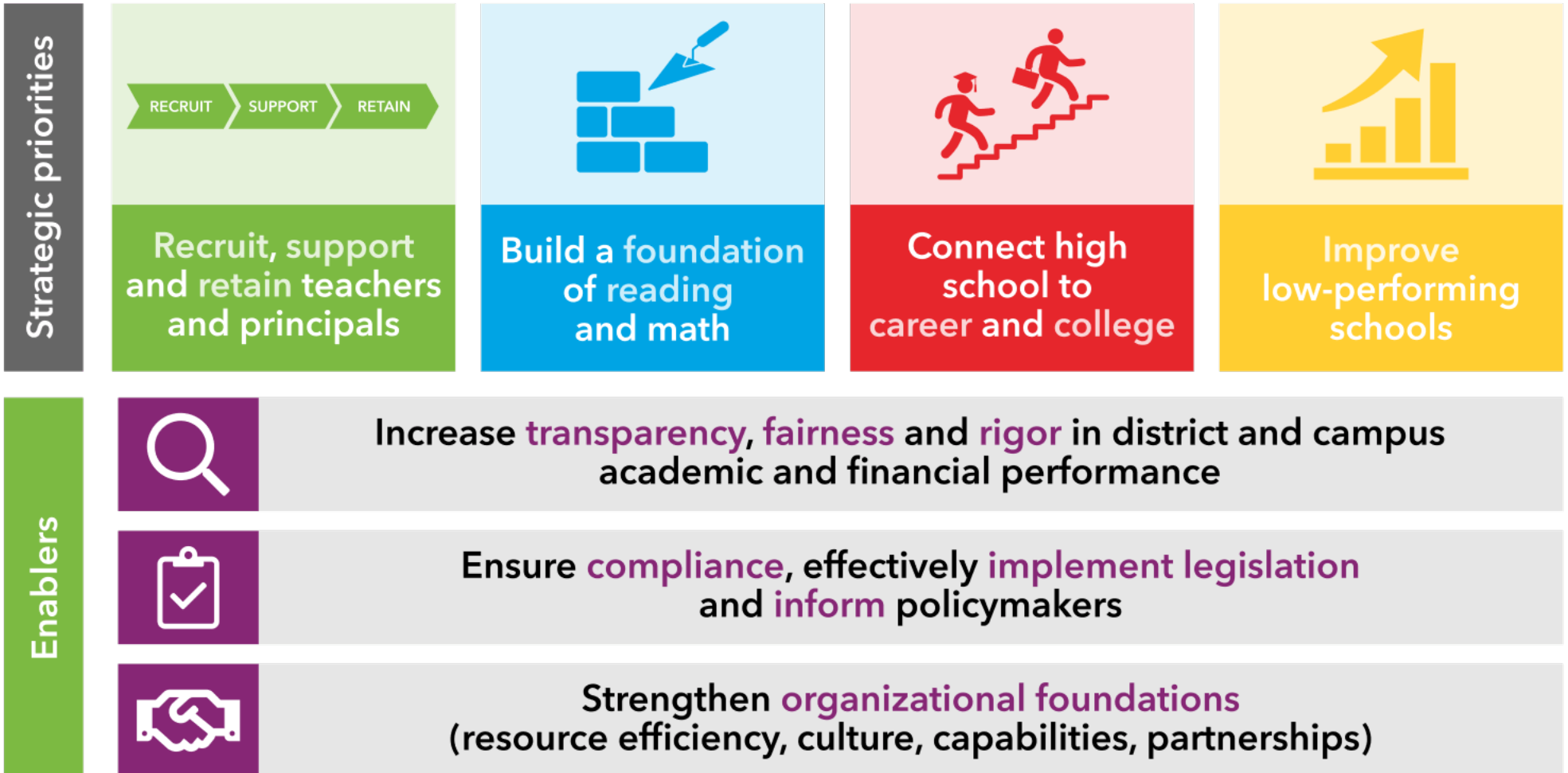
Global Minded

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>*