

FRUITVALE H S

FHS Campus Improvement Plan 2025/2026

Learners Today, Leaders Tomorrow!



Fruitvale High School
141 VZCR 1901; Fruitvale, TX 75127
903-896-4363

FRUITVALE H S

Mission

Learners Today - Leaders Tomorrow

Nondiscrimination Notice

FRUITVALE H S 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.

FRUITVALE H S

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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FRUITVALE H S Site Base

Name	Position
Bosley, William	Secondary Principal
Lane, Eric	Paraprofessional
Lane, Sophie	Teacher
Easley, Felisha	District Nurse
Woodrum, Lynn	Community
Russell, Mandy	Cafeteria Manager
Russell, Brandon	Teacher
Reed, Brooke	Parent
Bock, Dan	Teacher
Bigham, Remica	Special Education Director
Masterson, Amanda	HS Counselor

Resources

Currency



Total	\$3,629,788
Federal	\$240,603
State	\$3,389,185
Local	\$0
Other	\$0

Resource	Source	Amount
IDEA Special Education	Federal	\$80,994
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
CCMR Allotment	State	\$62,000
Cops Grant	State	\$43,700
CTE	State	\$799,271
Dyslexia Allotment	State	\$38,533
Instructional Materials Allotment	State	\$85,954
Safe Cycle 2	State	\$22,562
School Safety Allotment	State	\$107,924
School Safety Grant	State	\$54,900
Special Education	State	\$1,025,858
State Compensatory	State	\$359,617

Resources

Resource	Source	Amount
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

Student enrollment and staff availability provides a small teacher-to-student ratio in our academic courses.
Students have full access to all programs, such as CTE and extra-curricular. Potential barriers have been accessed and reduced.
Students continue to demonstrate high success rates on STAAR.
100% of students are on track to receive CCMR credit and graduate high school in May 2025.
Students across special programs receive various supports within their classes as well as through additional programs.
Communications with parents/families are translated into the language of the home when requested.

Demographics Weaknesses

Increase in student needs: economically disadvantaged, at-risk, and social-emotional and ELL.
Parent-Family engagement needs to be strengthened across academics and programs.a=1

Demographics Needs

Continue to strengthen parent-family engagement.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Continue to provide support services for students, such as McKinney Vento, social-emotional, college-career, and ELL. Increase staff awareness and training on supporting student needs and growth across student populations.

Demographics Summary

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Graduation Records
IEP/Progress Reports
Multi-Year Trends
STAAR Alt. 2
STAAR Interim Assessments (Benchmarks)
Standardized Tests
Summary of Student Progress (not taking STAAR)
TELPAS

Student Achievement Strengths

Campus rated as an A for multi-years with various distinctions.
Campus continues to be designated as a P-TECH
Campus has TIA designated teachers who support student learning.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Campus offers multiple CTE pathways with industry-based certification and work-based learning opportunities.
Students have an opportunity to pursue dual credit courses and potentially earn an associate's degree with TVCC.
UIL teams continue to perform successfully, with past teams winning at the state level.
High participation in FFA and various FFA activities/projects.
One-to-One Technology (Chromebooks)
Wrap-around counseling support (academic, post-secondary, and social-emotional supports)

Student Achievement Weaknesses

Band and Fine Arts programs are struggling and have experienced a decline in enrollment.
Boys athletic program struggles to maintain participation.
Declining interest in CTE pathways, such as Engineering.
CTE pathway continues to improve but still needs to be monitored.
Limited options for Work-based learning opportunities.

For English 1 and 2 STAAR results across multiple student groups, the overall passing rate is lower than the other STAAR assessments: Algebra 1, Biology, and US History.
Students struggled to complete TSI reading with passing score; many students engage in multiple attempts to achieve the passing standard for the TSIA, which limits their dual credit options.
Fine Arts dept. struggling to have numbers.

Student Achievement Needs

Strengthen student reading and writing achievement as measured on STAAR English 1 and 2 EOC.
Increase industry-based certification options and align to CTE pathways.
Increase work-based learning opportunities.
Increase CTE pathway persistence.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Continue to promote the importance of regular school attendance.

Continue to grow student service and counseling supports for students, especially as specific needs arise.

Student Achievement Summary

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

Teacher-student relationships continue to promote high expectations for behavior and academics.

Student participation in UIL, athletics, FFA, and student organizations.

Ongoing student support activities, such as theme days.

Participation in campus-based incentives.

Weekly communication to staff and students via Principal newsletter.

Ongoing communication to students via Counselor newsletter.

Relocated ISS to central location and implemented a point system based on restorative practices for students to complete while serving.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Increased concern with vaping among students.

Parent-Family engagement and/or support is limited, which impacts student engagement with school and extra-curricular programs.

Increase student and parent/guardian awareness of the Student Code of Conduct and Student Handbook expectations.

Increase student and parent/guardian awareness of the Student Athletic Handbook as well as any other program guidance/handbooks.

School Culture and Climate Needs

School Culture and Climate Summary

We made many improvements last year related to safety on campus. We will continue to work toward all recommendations from our completed Safety Audit to continually update school safety. We will also continue to enforce campus-wide behavior expectations. We will continue increase staff and student awareness of topics and issues related to safety.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

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

Multiple teachers have received TIA designations.
District DOI process supports staffing needs.
Staff involvement in student-based programs, activities, and organizations continues to grow.
Continuity of staff assignments across multiple years.
Maintained staffing in areas, such as dedicated high school special education teacher, dedicated counselor to the high school, and assistant principal to high school. In addition, campus has access to four paraprofessionals throughout the school day to support various programs and student needs.
District provides stipends (when applicable) for additional roles.
Teachers are able to access professional development through ESC Region 7.
District/Campus strives to support additional professional development requests.

Staff Quality, Recruitment and Retention Weaknesses

Limited access to substitutes at times.
Campus size does not provide multiple teachers in a teaching area, which means teachers are left with multiple preps and limited collaboration opportunities for planning.
Staff wears multiple hats, making time to plan and organize across responsibilities challenging.
Campus continues to receive a small number of applicants for vacant positions.
Time to support planning and training needs continues to be limited across the school year.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

Staff Quality, Recruitment and Retention Needs

Continue to promote and support the TIA designation process.

Continue to increase recruiting efforts for open positions.

Utilize the district DOI process when securing hard-to-fill positions.

Utilize the district DOI process to support CTE course opportunities.

Provide additional planning time for teachers (extra period when possible, coverage during advisory, half/full day planning days, work time on early release/in-service days).

Build a campus calendar that supports training and committee needs.

Increase staff recognition and celebrations.

Increase feedback loops and communication with staff.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
District Assessments
Federal Program Guidelines
Multi-Year Trends
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)
TELPAS

Curriculum, Instruction and Assessment Strengths

Continuous student success and growth on STAAR EOC assessments.
Students engage in multiple assessment opportunities throughout the school year to monitor student progress.
Students have access to complete the TSIA assessment on campus.
Students have an opportunity to complete the SAT assessment on campus (SAT School Day).
Students have access to accelerated learning for STAAR assessments when needed via advisory or lab courses.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Teachers in academic courses utilize TEKS Resource Systems, TEKS Guide, and Implementing the TEKS to guide curriculum and assessment decisions.

CTE teachers utilize PLTW and/or iCEV to curriculum and assessment decisions.

Teachers and students have access to courses via Edgenuity for academic and CTE courses.

Students can access up to 40 hours of online and some face-to-face dual credit courses through TVCC.

Campus continues to meet the requirements for P-TECH and T-STEM designations.

Through the support of various grants, teachers have been able to purchase or access equipment, supplies, and technology to support their course and/or program needs.

Curriculum, Instruction and Assessment Weaknesses

Teachers have multiple course assignments, which requires them to manage multiple curricula and resources.

Students continue to struggle with completing the English 1 and 2 STAAR EOC as well as TSIA Reading and Writing with great success on the first administration.

Students have access to a limited number of Industry-based certifications.

Campus has limited work-based learning opportunities for students.

Student participation in dual credit is limited due to TSIA requirements.

Student access to face-to-face dual credit options is limited due to staff credentials. Students take most of their dual-credit courses online with TVCC.

Course offerings are limited due to master schedule and teacher availability, so some courses have to be completed online with Edgenuity.

Some CTE courses have limited access to curriculum resources, such as advanced technology courses (C#).

Curriculum, Instruction and Assessment Needs

Provide student support for TSIA in math, reading, and writing.

Monitor student progress on Edgenuity to ensure student success and completion of assigned courses. Every Thursday counselor receives a progress report on students that are in Edgenuity.

Utilize Edgenuity when course offerings or curriculum resources are limited.

Increase the promotion of dual credit offerings, starting in grade 8.

Explore additional curriculum resources for courses that have limited access.?

Explore how to best utilize and support online courses (Edgenuity and Dual Credit), so students learn how to manage online learning successfully.

Increase contacts with industry partners to explore additional work-based learning opportunities.

Explore work-based learning opportunities within the school setting.

Utilize grant funds to increase access to curriculum resources and work-based learning opportunities.

All above mentioned are ongoing and necessary for continual improvement.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

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

Campus provides multiple family and community involvement opportunities each school year: parent conference day, homecoming parade and community pep rally, Veteran's Day Celebration, pep rallies, Thanksgiving meal, senior night, and informational meetings.
Teachers are available for conferences.
Teachers and coaches utilize Remind and email to communicate.
Campus sends a weekly communication to parents and students.
Campus utilizes Facebook to promote engagement opportunities and to recognize students.
School counselor holds regular meetings with parent/guardians and students.
Campus supports the PTO, which meets monthly.

Family and Community Involvement Weaknesses

Parent-Family engagement needs to be strengthened across academics and programs.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Family and Community Involvement Needs

Continue to increase communication with parent/guardians across academic courses and programs.

Continue to explore barriers that limit student and family involvement in programs, such as boys athletic program.

Continue to explore opportunities to engage the family and community across school programs, and not limited to athletics.

Continue to promote family and community involvement in various campus committees (such as CIT) and student programs and organizations (such as PTO).

Family and Community Involvement Summary

School Context and Organization

School Context and Organization Data Sources

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

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

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

Campus provides a small school setting for students.
Students have the same teachers across multiple years, which allows them to build strong relationships and support student growth.
Campus has maintained stability across staff and programs.
All core classes are scheduled for the first six periods of the day, so that if students need to leave early for activities they're not missing core classes.
Students attend advisory daily to support various academic, program, organization, and counseling needs.

School Context and Organization Weaknesses

Master schedule needs and staff availability does restrict course offerings at times.
Staff wear multiple hats to support the needs of entire campus program, which limits their availability and time.
Facilities do not provide adequate space for all programs, such as band hall.
Campus shares staff with other campuses, which affects supports and scheduling.

School Context and Organization Needs

Continue to work closely with others campuses to manage support and staffing needs, especially in regard to paraprofessionals.
Continue to monitor the student course needs as master scheduled decisions are made.
Continue to maximize the use of advisory to support student academic, counseling, program, and organization needs.

School Context and Organization Summary

Comprehensive Needs Assessment

Technology

Technology Data Sources

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

Students have 1:1 access to Chromebooks.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Students have access to course materials via, Google Classroom, iCEV, and/or Edgenuity.

Students have access to online resources through online library services.

Students have access to digital curriculum materials, such as online textbooks and platforms.

Classrooms have access to smart projectors and/or Newline interactive boards.

Teachers have access to a variety of digital resources to support curriculum and instruction needs.

Students complete most course assessments through online programs, such as DMAC, STAAR, Google Classroom, , iCEV, and others.

All students have access to a school email to communicate with their teachers and to receive critical communications from teachers, principal, counselor, coaches, and sponsors.

Technology Weaknesses

Maintain an inventory of Chromebooks for replace devices or outdated devices.

Ensure students handle devices appropriately to extend the life of the devices.

Maintain funding for digital resources as grants expire.

Technology Needs

Explore budgeting needs for future purchases: devices and resources.

Monitor student device use and repairs to extend the life of devices.

Monitor the use of technology across classroom to ensure integration supports student learning appropriately.

Technology Summary

Other

Other Summary

Comprehensive Needs Assessment

Other Summary (Continued)

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Goal 1. (Academic Performance and Growth) Fruitvale High School 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 and CTE courses to ensure standards-based instruction, grade-level/course rigor, and critical thinking. (Target Group: All)	Assistant Superintendent, Instructional Coach, Secondary Principal	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, Instructional Coach, Secondary Principal	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)	Instructional Coach, Secondary Principal	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)	Secondary 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, Instructional Coach, Secondary Principal	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)	Secondary Principal, Special Education Director	Aug - May	(S)Special Education, (S)State Compensatory	Criteria: Students' individual educational plans across special programs, MTSS documentation
7. 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)	Secondary Principal, Special Education Director	Aug - May	(S)State Compensatory	Criteria: Calendar, MTSS Meeting Agendas, MTSS Documentation

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Goal 2. (Staff Retention and Development) Fruitvale High School will improve staff retention and staff development.

Objective 1. 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)	Secondary 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)	Secondary Principal	Aug - May	(F)Title I, (S)Teacher Incentive Allotment	Criteria: DMAC TTESS Documentation

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Goal 3. (State and Federal Compliance Requirements) Maintain the required state/federal campus 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)	Assistant Superintendent, District Improvement Team, Superintendent	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, Secondary Principal	ongoing		Criteria: Attendance records, truancy court
3. Continue DAEP with Rains ISD and utilize Edgenuity to allow students to continue their education. (Target Group: All)	HRE Principal, Secondary Principal, Superintendent	ongoing		Criteria: Number of students served by DAEP
4. 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 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)	Secondary Principal, Teachers	ongoing	(S)State Compensatory	Criteria: attendance records, RTI documentation, teacher records
5. 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. Compensatory Education Home Instruction (CEHI) counseling services, if necessary. (Target Group: AtRisk)	Counselor(s), Nurse, Secondary Principal	ongoing	(S)State Compensatory	Criteria: CEHI logs
6. 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
7. Utilize paraprofessionals to assist with	Assistant Superintendent, HRE	ongoing	(F)Title I, (S)State	Criteria: Increase in student

FRUITVALE H S

Goal 3. (State and Federal Compliance Requirements) Maintain the required state/federal campus improvement strategies annually.

Objective 1. Attendance & Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
struggling students within classrooms. (Target Group: AtRisk) (Strategic Priorities: 2,4)	Principal, Paraprofessionals, Secondary Principal, Teachers		Compensatory	results on benchmark assessments
8. 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, Instructional Coach, Intervention Teachers, Paraprofessionals, Teachers	ongoing	(S)Instructional Materials Allotment	Criteria: Improvement on student assessments
9. Explicit, direct, small group, multisensory 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)	Dyslexia Teacher, Special Education Director	ongoing	(S)Dyslexia Allotment	Criteria: Number of dyslexic students served; Progress on MTA mastery checks

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Goal 3. (State and Federal Compliance Requirements) Maintain the required state/federal campus improvement strategies annually.

Objective 2. Higher-Ed Information Strategies: MS and HS

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Concurrent credit will be available to all eligible students. Service will be provided through Trinity Valley Community College, as well as multiple sources for online courses. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,3)	Assistant Superintendent, Counselor(s), CTE Administrator, Secondary Principal	ongoing	(S)CCMR Allotment, (S)CTE	Criteria: Number of students enrolled in dual credit courses, number of students passing dual credit courses
2. Parent meetings will be scheduled to provide transition information, post-secondary awareness, and financial assistance for all parents in 8th, 9th, and FAFSA night for parents. (Title I SW Elements: 3.1,3.2) (Target Group: 8th,9th,12th) (Strategic Priorities: 3)	Counselor(s), CTE Administrator, Secondary Principal	ongoing		Criteria: Participants attending meetings, surveys
3. College and career awareness opportunities will be scheduled for 7th-12th grade students to help students with certification and career opportunities. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), CTE Administrator, Secondary Principal	ongoing	(S)CTE	Criteria: Participants attending; surveys; career pathway graduation plans
4. Fruitvale ISD will pay tuition and book fees for students attending dual credit classes. (Target Group: ECD) (Strategic Priorities: 2,3)	Business Manager, Counselor(s), CTE Administrator, Secondary Principal	ongoing	(S)CCMR Allotment	Criteria: Success of students enrolled in dual credit courses
5. Monitor CTE program to ensure pathways lead to industry-based certification and student completion of pathways. (Title I SW Elements: 1.1,2.2) (Target Group: All,CTE) (Strategic Priorities: 3) (ESF: 1.2)	Assistant Superintendent, Counselor(s), CTE Administrator	ongoing	(S)CTE	Criteria: Personal Graduation Plan, Transcript, CCMR Tracker (internal), Course & IBC Offerings
6. Continue the implementation of the PTECH requirements for HS. The PTECH program currently includes all CTE pathways. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.1)	Assistant Superintendent, Business Manager, Counselor(s), CTE Administrator, CTE Teachers	ongoing	(S)CCMR Allotment, (S)CTE	Criteria: Student enrollment and completion data

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Goal 3. (State and Federal Compliance Requirements) Maintain the required state/federal campus improvement strategies annually.

Objective 3. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MS and HS campuses will provide Dating Violence Awareness programs. Campuses will inform and publicize information in hallways. (Target Group: 6th,7th ,8th,9th,10th,11th,12th)	Counselor(s), Fisd Chief of Police	annually	(S)Stronger Connections Grant 2024-2026	Criteria: Visual observations, scheduled announcements
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
7. Secondary campuses will provide student training required for high school graduation: cardiopulmonary resuscitation (CPR) instruction, proper interaction with a peace officer, parenting awareness program, and alcohol awareness instruction. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.3)	Counselor(s), Fisd Chief of Police, Nurse	annually		Criteria: Documented on campus calendar of events, student rosters

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

Objective 1. (Attendance) The district 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)	Secondary 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)	Secondary 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)	Secondary Principal	Aug - May	(L)Local Funds	Criteria: attendance reports, campus incentive plans

FRUITVALE H S

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

Objective 2. (Building Relationships and Connections) The district 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.	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.	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,ECD,AtRisk)	Secondary Principal, Superintendent	Jan - Aug	(S)Stronger Connections Grant 2024-2026	Criteria: Professional Development Tracking Worksheets, Agendas, Sign-in Sheets

FRUITVALE H S

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

Objective 1. 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, Secondary Principal	Aug - May	(S)Stronger Connections Grant 2024-2026	Criteria: district/campus calendar, social media posts, signage, presentation agendas
2. High School will maintain compliance with the state and federal requirements for school safety and security.	Fisd Chief of Police, Secondary 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

FRUITVALE H S

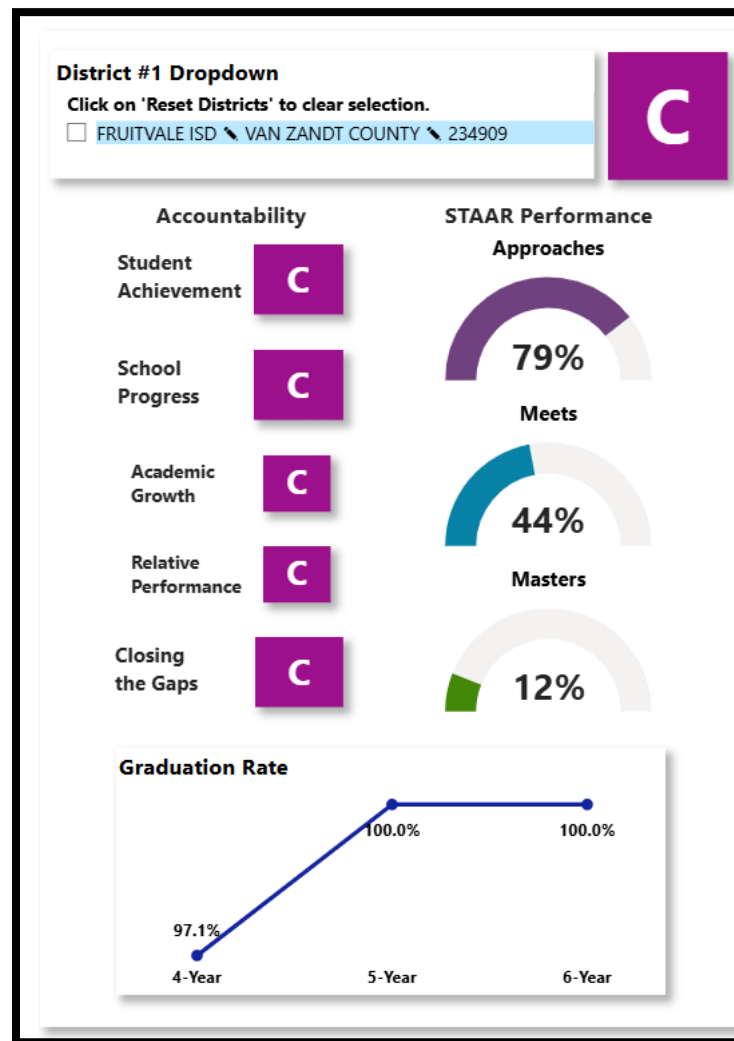
Goal 6. (Parent Engagement and Involvement) Fruitvale High School will promote involvement and maintain strong communication with parents and guardians.

Objective 1. 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)	Secondary Principal, Teachers	Aug - May		Criteria: Sign-in sheets, Contact Logs
2. Maintain regular communication with parents about district and campus events, student progress, student behavior, and classroom activities. (Target Group: All)	Counselor(s), Secondary Principal, Teachers	Aug - May		Criteria: Communication documentation (e.g., social media posts, school messenger emails, flyers, etc.)
3. 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, Secondary Principal	ongoing		Criteria: Communication documentation (e.g., social media posts, school messenger emails, flyers, etc.)
4. Implement and communicate the parental rights noted in Senate Bill 12. (Target Group: All)	Counselor(s), Secondary Principal, Teachers	Ongoing		Criteria: Parent communications

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%

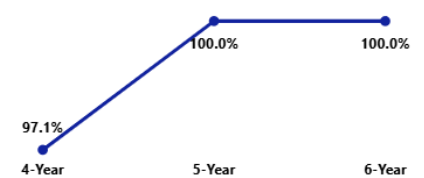
Meets

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

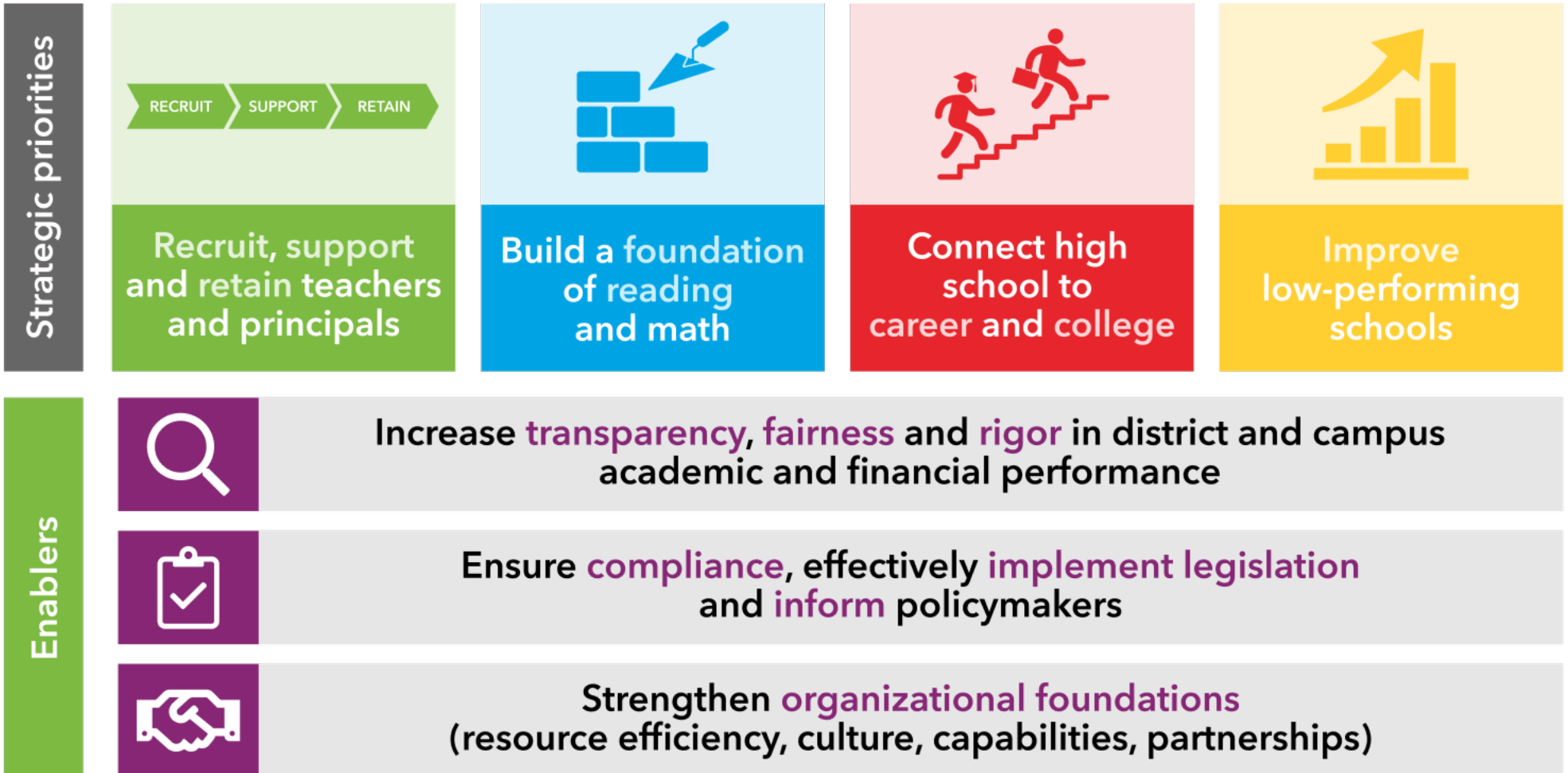
Global Minded

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>*