HALLIE RANDALL EL

Hallie Randall Elementary Campus Improvement Plan
2024/2025

Learners Today - Leaders Tomorrow

Jonnie Teel

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Date Reviewed: Date Approved:

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.

HALLIE RANDALL EL Site Base

Name	Position
Teel, Jonnie	Administrator
Perritt, Joe	Counselor
LaPrade, Darlene	Teacher
Stevens, Kimber	Teacher
Lovell, Sheree	Teacher
Hoffpauir, Catherine	Parent Representative
Browning, Amy	Secretary
Easley, Felisha	Nurse
McCormick, Ross	Paraprofessional
Garrison, Emma	Parent Representative

Resources

Resource	Source	Amount
IDEA Special Education	Federal	$40,659
IDEA, Prekindergarten	Federal	$2,177
REAP-SRSA	Federal	$8,598
Title I	Federal	$9,546
Title IIA Principal and Teacher Improvement	Federal	$17,448
Title IV Safe and Drug Free	Federal	$10,000
Bilingual Allotment	State	$10,852
Dyslexia Allotment	State	$19,880
Early Education Allotment	State	$50,242
Instructional Materials Allotment	State	$30,334
School Safety Grant	State	$48,382
Special Education	State	$176,008
State Compensatory	State	$230,633
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

- 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.

Comprehensive Needs Assessment

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 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

Blended Learning Data
Disaggregated STAAR Data
Failure Lists
Growth Projections
IEP/Progress Reports

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

IXL
Lexia
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

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 benchmark assessments, MAP Growth, Lexia, IXL, TPRI, 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

- Below the state average STAAR Math scores, indicating a need for targeted interventions in math instruction.
- Growth for students in special education has been minimal, suggesting that current support strategies may not be adequately addressing their learning needs.

Student Achievement Needs

Enhance Math instruction by:

- Implementing professional development focused on math teaching strategies, including differentiated instruction to meet diverse learning needs.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Use data-driven instructional approaches to identify and target specific areas where students are struggling.
- Incorporate more hands-on and interactive math activities to build student engagement and understanding.

Targeted support for Special Education students includes:

- Increase access to specialized math interventions tailored to the needs of students with disabilities.
- Develop a structured framework for monitoring the progress of special education students and adjusting strategies as needed.
- Train staff in effective co-teaching practices and differentiated instructional methods to better support students in inclusive settings.

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. However, weaknesses include below-average STAAR Math scores, highlighting a need for targeted math interventions, and minimal growth among special education students, suggesting that current support strategies may require improvement to better meet their needs.

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

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Safe Schools Checklist
Staff Surveys

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.
- 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.

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

- Incentivize regular attendance by implementing incentive programs to encourage consistent student attendance, fostering a commitment to daily school engagement.
- Research and consider the integration of additional programs, such as BLAST and Voice, along with other relevant resources, to enhance student support and enrichment opportunities on campus.
- 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

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 introduce attendance incentives, explore additional student support programs like BLAST and Voice, and 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

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

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.
- Staff appreciation events are hosted regularly throughout the year to acknowledge the dedication and contributions of all staff members.
- District Incentive Plan offers additional incentive opportunities, promoting staff retention and fostering a motivated, supportive educational environment.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

- Implementation of effective blended learning practices requires significant time and investment, particularly for new teachers acclimating to district expectations, which may impact instructional efficiency and effectiveness.
- 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

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

- 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.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
District Assessments
District Snapshot Data
Highly Qualified Staff
MAP Growth Data
Multi-Year Trends
Promotion/Retention Rates
STAAR Interim Assessments (Benchmarks)
Staff Development
Staff Surveys

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

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 continuously assessed through a variety of tools, including MAP, interim STAAR assessments, TXKEA, TPRI, Lexia, and iXL, to monitor progress and inform instruction.
- The campus utilizes high quality instructional materials as well as the TEKS Resource System as a common, standards-aligned curriculum for all teachers, 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.
- Teachers would benefit from more in-depth training on supplemental resources available to them, ensuring these tools are used effectively to support instruction.

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.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- 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

Hallie Randall Elementary leverages continuous assessments (MAP, interim STAAR, TXKEA, TPRI, Lexia, iXL) and high-quality, TEKS-aligned instructional materials to monitor student progress and ensure curriculum consistency. Ongoing, needs-based professional development addresses classroom challenges, and blended learning strategies enhance engagement and meet individual student needs. However, teachers would benefit from additional training in active monitoring and real-time feedback to support timely instructional adjustments, as well as more in-depth guidance on effectively using supplemental resources to strengthen instructional support.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
Parent Participation
Parental Involvement Policy
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

- Parents and community members who participate in CIT
- PTO has started to be integrated back into the school events and support staff/ students.
- 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

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Parents want to come in a be part of our events and school life volunteer

Family and Community Involvement Weaknesses

- Some parents don't use Parent Portal or do not have access at home.
- Communication of students progress is not communicated like on parent conference throughout the year.

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 educated on their child's progress more regularly. 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

Community Input
Discipline Referrals
District Policies
Failure Lists
Growth Projections
Highly Qualified Staff
Mobility Rates
Multi-Year Trends

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

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

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

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.

Comprehensive Needs Assessment

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

AUP Agreements
CIRCLE
District Policies
Highly Qualified Staff
IXL
Lexia
Staff Development
Staff Surveys
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

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

•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.

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.

Other

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 05/13/24 - On Track 11/07/23 - On Track 10/23/23 - On Track 05/31/23 - Pending 03/20/23 - Significant Progress
2. Conduct SST meetings every three weeks to discuss and document struggling students, interventions, and progress. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.3,5,5.1,5.2,5.3,5.4)	Counselor(s), HRE Principal, Teachers	Aug 10- May 23		Criteria: Agenda, Sign-in Sheet, Student Performance Data 06/04/24 - Significant Progress 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 06/04/24 - Significant Progress 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 06/04/24 - Some Progress 11/07/23 - No Progress 10/23/23 - Pending 03/20/23 - On Track
5. Enrichment of learning through STEAM	Counselor(s), CTE Teachers,	Spring 2024		Criteria: Campus Master

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
Bus, Region 7 Planetarium, 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: 3) (ESF: 3.1)	FISD Chief of Police, HRE Principal, Teachers			Calendar, social media announcements, flyers 06/04/24 - Completed 10/23/23 - No Progress 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 06/04/24 - Completed 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 02/20/24 - Completed 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 05/13/24 - Completed 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 05/13/24 - Significant Progress 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. 05/13/24 - On Track 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) 05/13/24 - Significant Progress 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 05/13/24 - Some Progress 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 05/13/24 - Significant Progress 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 05/13/24 - Some Progress 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.	HRE Principal, Instructional Coach, Teachers	As Needed		Criteria: master schedule

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
(Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.2)				05/13/24 - Completed 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) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	HRE Principal	monthly	(L)Local Funds	Criteria: Sign In/Out Sheet, Time Clock Plus 05/13/24 - Completed 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 05/13/24 - Significant Progress 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 05/13/24 - Significant Progress 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 05/13/24 - Some Progress 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) 05/13/24 - On Track 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 05/13/24 - Completed 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 05/13/24 - Completed 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 05/13/24 - No Progress 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 05/13/24 - Completed 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) 05/13/24 - Significant Progress 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) 05/13/24 - Completed 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 05/13/24 - Completed 10/23/23 - Completed 03/20/23 - Completed

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
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 05/13/24 - Completed 10/23/23 - On Track 03/20/23 - Significant Progress
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	December, March, May		Criteria: Event flyer/postings, meeting notes 05/13/24 - Significant Progress 10/23/23 - Some Progress 03/20/23 - Significant Progress
8. Create a recycle project for Earth Day and solar eclipse participation. (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 05/13/24 - No Progress 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 05/13/24 - Completed 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 05/13/24 - Completed 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 05/13/24 - Some Progress 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. 05/13/24 - Some Progress 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 05/13/24 - Completed 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 05/13/24 - Completed 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 05/13/24 - On Track 10/29/23 - On Track 03/20/23 - On Track

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
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 05/13/24 - Completed 10/23/23 - Significant Progress
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 05/13/24 - Significant Progress 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 05/13/24 - Completed 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
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)	FISD Chief of Police, HRE Principal	Ongoing		Criteria: Attendance Records 05/13/24 - Completed 10/23/23 - Some Progress 03/20/23 - On Track
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)	Assistant Superintendent, Counselor(s), HRE Principal, McKinney Vento Liaison	Ongoing		Criteria: Number of homeless students served 05/13/24 - Significant Progress 10/23/23 - Some Progress 03/20/23 - Significant Progress
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)	HRE Principal, Paraprofessionals, Teachers	Ongoing	(F)ESSER III, (F)Title I, (S)Dyslexia Allotment, (S)State Compensatory	Criteria: MAPs Growth iXL Lexia STAAR Benchmarks STAAR 05/13/24 - On Track 10/23/23 - On Track 03/20/23 - On Track

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 05/13/24 - Completed 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 05/13/24 - Completed 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 05/13/24 - Completed 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), FISD Chief of Police, HRE Principal	Ongoing	(F)Title I	Criteria: Documentation of training 05/13/24 - No Progress 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 05/13/24 - Completed 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 05/13/24 - Completed 10/23/23 - Completed

HALLIE RANDALL EL

Goal 6. Appendix

Objective 2. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				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
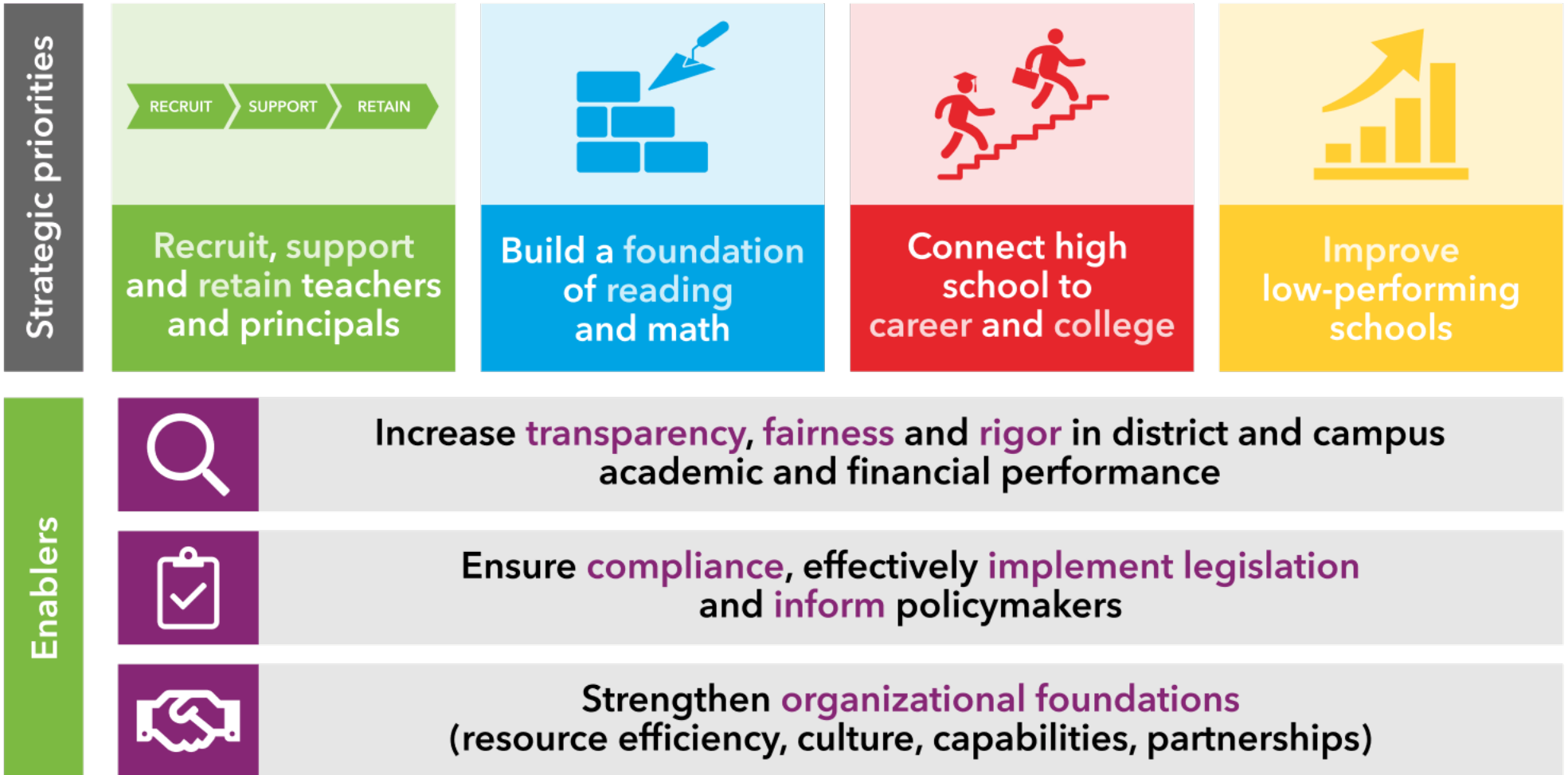Communicator | Goal Setter | Collaborator

Global Minded
Adaptable | Flexible | Culturally Competent

Learners Today - Leaders Tomorrow

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

Strategic priorities

RECRUIT > SUPPORT > RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov