

Specific Results:
Year 4 (August 2022 - August 2023)

Campus Name: Cline

GOAL #1- We will develop a district-wide system that establishes a culture of community service for all students.

1.1 Implement a service program that engages all students in giving back to their community.

Action Steps:

1. Each class will add 2 students to have a new classroom job called "Clean up crew" Those students will...:
 - Spend the last 2 minutes of the day to pick up trash in the classroom
 - After cleaning up their lunch, go back to lunch table and ensure all trash is picked up and messes are cleaned up in the aisle
 - Spend the last 2 minutes of recess to pick up balls, trash, coats, water bottles, etc.
2. We will continue to participate in community service events such as Blue Santa, can drive, bus driver and cafeteria staff collection, Day of Service, etc.

Evidence - As a result of actions or learning, the following changes have occurred:

1. Our school environment will be cleaner
2. Students will build problem solving skills
3. Students will build a sense of pride and responsibility in their school community
4. Less items in the school lost and found

GOAL #2 - We will redefine the measure of student success based on our beliefs and call to action.

2.1 Establish professional learning that promotes the implementation of authentic assessments, evidence, and feedback.

Action Steps:

1. Teachers will implement standards based grading system
2. Students will set goals to achieve based on their own individual needs
3. Teachers and students will utilize the district written Learning Progressions to collect evidence of student learning
4. Teachers will dedicate one Tuesday and Wednesday a month to collaborating on and learning more about Learning Progressions and assessments

Evidence - As a result of actions or learning, the following changes have occurred:

1. Grade level created authentic assessments (determined based on student needs) based on the learning progressions
2. Learning progression student data collection
3. Students record their own growth and learning

GOAL # 3 We will provide professional learning that is aligned to our beliefs and call to action.

3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps:

1. Continue Writer's Workshop (Erik Lepis)
2. Focus on mini-lesson examples (all content areas)
3. During team planning with the Math coach, teachers will engage in learning walks, discuss "what we believe about math instruction", and plan further steps for implementation of Guided Math.

Evidence - As a result of actions or learning, the following changes have occurred:

1. Teacher implementation of workshop model as witnessed through lesson plans and walk-thrus
2. Student writing pieces will reflect the mini-lessons taught
3. Campus dates for learning walk
4. Defined steps to implementing guided math

GOAL #4 - We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.

4.1 Establish and organize interactive community partnerships.

Action Steps:

1. Each teacher will create one experience per year/semester? that engages students with community members or businesses.
2. Experiences will be shared via online outlets (FB, school website, teacher newsletters, Seesaw) to share afterwards.
3. Students will engage in a variety of STEAM Day activities related to community members' careers.

Evidence - As a result of actions or learning, the following changes have occurred:

1. Students will have more connections with the community and learn how the experience connects to their broader lives and learning.
2. The parents will feel informed and connected to their student's learning.
3. Parents will be involved in school events and feel like they are a part of our school community.

GOAL #6 - All students will be engaged in authentic learning experiences in and beyond the classroom.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps:

1. Students will take part in 2 extended, authentic learning opportunities per year.
2. Students will have the opportunity to pinpoint areas of personal growth and interest after a teaching unit to guide their future inquiries. This will take place with individual growth setting opportunities and discussions with the teacher.
3. Teachers will provide multiple ways to show mastery based on student choice/menu.

Evidence:

1. Student engagement and excitement over new learning that is based on their interests will show through their discussions/writing/other outlets.
2. Students will be able to communicate their individual goals when asked.

GOAL #7 - We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

7.3 Expand consistent Tier 1 character education instruction district-wide.

Action Steps:

1. Staff survey to be shared with regard to how the first year of implementation has gone.

2. Create the SEL Committee which will serve as SEL team representatives for each team. This representative will review upcoming SEL lessons during team meetings and answer any questions about materials or lesson plans.
3. Book study with the SEL Committee to learn more about adult SEL and brainstorm how this could benefit the staff at our campus.
4. Continue the Character Leader program for year 2 to celebrate students who embody certain character traits as defined by the Learner Profile for FISD.
5. Continue morning meetings with SEL lessons, activities, and conversations

Evidence:

1. Results reviewed from the staff survey and determine future steps/revisions to our program
2. SEL committee meeting notes
3. Growth/discussions from the book study to share out with teams
4. Character leader celebrations and awards
5. Students using the SEL language regularly within their daily lexicon
6. morning meeting discussions centered around SEL vocabulary

Data Points -

1.1	2.1	3.2.

4.1	6.1	7.3
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Cline Elementary will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
<p>Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction</p>	<p>Guzzetta Campus Leadership Teams</p>	<p>Identified any missed System Safeguards, needs assessment written, goals in place</p> <p>Review of SCE funds expended</p>
<p>Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia</p>	<p>Ambeau Dannenberg Campus Dyslexia Leadership Teams</p>	<p>Dyslexia screeners for K and 1 completed</p> <p>Documented Teacher training on dyslexia identification and accommodations</p> <p>Parent training provided</p>
<p>Provide information, awareness and parent/student tools for</p> <ul style="list-style-type: none"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	<p>District and Campus SEL teams</p>	<p>Trainings provided with documentation</p> <p>Processes and procedures in place for intervention and reporting</p>
<p>Monitor drop out data and provide preventative measures if needed</p>	<p>Guzzetta Campus Leadership</p>	<p>Response to report taken if needed</p> <p>Review of SCE funds expended</p>
<p>Implement strategies for improvement that include</p> <ul style="list-style-type: none"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> ● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; ● Professional Learning for all staff; ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; ● Implementation of a comprehensive school counseling program. 		
<p>Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>	<p>Guzzetta</p>	<p>SHAC meetings held with agendas available</p>
<p>Promote parent and family involvement through active recruitment and elimination of barriers</p>	<p>Ambeau Campus Leadership Teams</p>	<p>Record of family and community engagement opportunities, attendance noted</p>
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> ● Primary responsibility is to enforce the law ● Maintain close liaison with campus personnel ● Shall not act as a school disciplinarian, as disciplining students is a school responsibility ● Shall have final authority in all criminal matters that they investigate 	<p>Roher Kreiter</p>	
<p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>	<p>Meadows iCoaches MIS</p>	<p>Implementation of Technology Plan</p>
<p>Implement strategies for recruiting and retaining highly effective teachers</p>	<p>Human Resources</p>	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>

<p>Post High School Pathways:</p> <p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Teaching and Learning Team</p> <p>School Counselors</p>	<p>FISD website postings</p> <p>Counselor classroom visits</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>

Early Childhood Literacy

The percent of Cline 3rd grade students that score MEET grade level or above on STAAR Reading will increase from **63% to 70%** by June 2024.

Cline Yearly Target Goals				
2020	2021	2022	2023	2024
NA	64%	66%	68%	70%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	56%	65%	*	67%	*	*	38%	*	64%	57%	*	*
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	58%	67%	*	69%	*	*	39%	*	66%	58%	*	*
2022	*	60%	69%	*	71%	*	*	40%	*	68%	59%	*	*
2023	*	62%	71%	*	73%	*	*	41%	*	70%	60%	*	*
2024	*	64%	73%	*	75%	*	*	42%	*	72%	61%	*	*

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report

Early Childhood Mathematics

The percent of Cline 3rd grade students that score MEET grade level or above on STAAR Math will increase from **71% to 75%** by June 2024.

Cline Yearly Target Goals				
2020	2021	2022	2023	2024
NA	72%	73%	74%	75%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	50%	77%	*	78%	*	*	50%	*	74%	61%	*	*
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	52%	78%	*	79%	*	*	51%	*	75%	62%	*	*
2022	*	54%	79%	*	80%	*	*	52%	*	76%	63%	*	*
2023	*	56%	80%	*	81%	*	*	53%	*	77%	64%	*	*
2024	*	58%	81%	*	82%	*	*	54%	*	78%	65%	*	*

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report