

Specific Results:
Year 2 (January 2021 - July 2021)

Campus Name: Cline

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

Action Steps:

1. Principal study of grading and assessment through books and articles.
2. Work alongside a designated teacher during an interdisciplinary unit of instruction to develop authentic assessments and evaluate their effectiveness.

Evidence:

1. A list of authentic assessments will be created to use in the future with additional classes in relationship to the unit of instruction
2. Documented interdisciplinary unit and authentic assessments presented to grade level team for feedback and learning

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

Action Steps:

1. Teachers continue to work with district math trainer in regards to understanding and facilitating Number Talks and You, We, I methods
2. Teachers will further develop resources of the reading scope and sequences in collaboration with grade level teams both at the campus level and cross campus level under the guidance of the literacy coach.
3. Teachers continue to collaborate within grade level in regards to Number Talks and You, We, I experiences

Evidence:

1. Number Talks will be evident through observations and walk-throughs.
2. You, We, I experiences observed through classroom walkthroughs as well as peer discussions during district math trainer visit.

5.4 Strategically allocate resources that support targeted learning outcomes.

No action required- take care of with bond

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

Action Steps:

1. Design a plan of implementation for the campus robotics initiative.
2. Take the STEM committee on a trip to the high school to explore/learn from the robotics teacher and student robotics teams (Jan.11, 2021). Debrief after the trip to discuss revisions to STEM initiative implementation
3. Develop future expansion of STEM committee plan to include student-led Genius Hour opportunities which are built into the calendar. These would allow for students to explore their individual interests and would culminate in a presentation/celebration of learning.

Evidence:

1. STEM Committee timeline of robotics initiative roll-out
2. Debriefing notes with revisions and proposed changes to current initiative.

7.5 Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.

Action Steps:

1. Create a collaborative team focused on Tier 2 and Tier 3 student behavioral success and monitoring.
2. Develop processes and procedures to communicate and monitor student behavioral and SEL progress through RTI interventions.
3. Clearly define Tier 2 and Tier 3 interventions and movement between tiers.

Evidence:

1. Organization of an RTI behavioral team to include Counselor, AP, LSSP etc.
2. Monthly monitoring meetings and collaborative documentation of successful and unsuccessful RTI interventions.
3. Identification of interventions and implementation frequency along with clear guidelines for moving between Tier 2 and Tier 3.

Cline Elementary will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
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	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed Documented Teacher training on dyslexia identification and accommodations Parent training provided
Provide information, awareness and parent/student tools for <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 	District and Campus SEL teams	Trainings provided with documentation Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed Review of SCE funds expended
Implement strategies for improvement that include <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