

# Cline Elementary Strategic Plan 2020-2021

<b>Call to Action:</b>	Through authentic experiences and relationships, Fisd will graduate confident learners equipped with knowledge, skills, and character to thrive in and contribute to a global society.
<b>Goal:</b>	We will redefine the measure of student success based on our beliefs and call to action.

**Specific Result:** 2.2 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps	Lead/ Assisting	Start Date	End Date	Mid-Year Status (Jan.)	End of Year Status (June 1)	Evidence of Completion
2.2.1 Revitalize and improve STEAM Day (high quality activities) through teacher committee and PTO chairs	Principal, AP, GT, MIS, STEAM committee	August 2019	May 2021			Documented meeting agendas with staff and PTO chair members. STEAM Day schedule and lesson plans.
2.2.2 Introduce a variety of pathways in Media Center lessons (engineering design process, coding, poetry, video storytelling - Stop motion animation)	MIS	August 2019	May 2021			MIS Lesson plans/curriculum map
2.2.3 Create Pathways alignment document connecting STEAM Day activities, Media Center strands, IRA texts, math	Principal, Literacy committee, Math committee,	August 2019	May 2021			Shared Google document

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concepts, Social Studies and Science TEKS	STEAM committee, Team Leaders					
2.2.4 Create an Individual Pathways event teacher document	Team Leaders	August 2019	Sept 2019			Shared Google document
2.2.5 Highlight a career pathway each 9 weeks in each classroom	Classroom teachers	August 2019	May 2021			Lesson plans

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## **Specific Result: 2.4** Establish a system that eliminates class rank and cultivates each student's unique path.

Action Steps:	Lead/Assisting	Start Date	End Date	Mid-Year Status (Jan)	End of Year Status (June)	Evidence of Completion
2.4.1 Educate staff about the "why" we are no longer using reading levels (Fountas and Pinnell	Principal, Assistant Principal,	August 2019	Sept 2019			Staff training agenda and sign in

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/ DRA) with parents.	Literacy Coach, SRP teachers					
2.4.2 Train staff on language and techniques to conference with parents about their child's reading behaviors/skills.	Literacy coach, SRP teachers	August 2019	Oct 2019			Faculty meeting agenda and sign in
2.4.3 Conduct a minimum of one parent conference to discuss and identify unique needs of students. Parents of At-risk or students of concern will meet by the end of January	Teachers	Oct 2019	May 2021			Teacher-parent conference documentation log, Parent sign in sheet
2.4.4 Form a parent literacy committee to address: changes in reading levels reporting, effective teacher-parent communication towards literacy progress, parent-school literacy support (digital resources)	Principal, AP, Literacy Coach, SRP teacher	August 2019	May 2021			Meeting agendas and sign in Minutes from meetings

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<b>Call to Action:</b>	Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
<b>Goal:</b>	We will provide professional learning that is aligned to our beliefs and call to action.

**Specific Result:** 3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps	Lead/ Assisting	Start Date	End Date	Mid-Year Status (January)	End of Year Status	Evidence of Completion
3.2.1 Provide teachers with learning walks based on their choice of classroom management, curriculum, learning environment (ie. stations)	Literacy Coach	August 2019	May 2021			Schedule of learning walks and feedback from walks
3.2.2 Create a template for Fountas and Pinnell Scope and Sequence and IRA adjustments.	Literacy Coach	August 2019	Sept 2021			Google document shared and adjustments made

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3.2.3 Review/discuss/provide one district goal or belief at faculty meetings and PLC's	Principal, AP, Team Leader	August 2019	May 2021			Meeting agendas and noted examples of understanding
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<b>Call to Action:</b>	Through authentic experiences and relationships, FSD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
<b>Goal:</b>	We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences

<b>Specific Result:</b> 4.1 Establish and organize interactive community partnerships						
Action Steps	Lead / Assisting	Start Date	End Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
4.1.1 Create a parent survey to elicit volunteers/expertise for STEAM day.	Principal, MIS, PTO	August 2019	May 2021			Survey results document
4.1.2 Conduct grade level field trips	Team Leaders	August 2019	May 2021			Lesson plans

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<b>Call to Action:</b>	Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
<b>Goal:</b>	We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.

### **Specific Result: 5.1 Develop a research-based needs assessment that drives district allocations.**

Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
5.1.1. Allocate funds to improve STEAM Day	Principal	Sept 2019	May 2021			Funds provided
5.1.2 Allocate funds to support materials for Media Center pathway lessons	Principal	Sept 2019	May 2021			Funds and materials provided

<b>Call to Action:</b>	Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
<b>Goal:</b>	We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

### **Specific Result: 7.1 Construct a layered research-based system to drive social-emotional well being of students and their community.**

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Action Steps	Lead/ Assisting	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
7.1.1 Share SEL ideas and feedback quarterly through SEL committee	Bowman - SEL Committee Members	August 2019	May 2021			SEL committee minutes Sign in sheets
7.1.2 Develop a scope and sequence of campus determined SEL skills	Bowman - SEL Committee Members	August 2019	May 2021			Scope and Sequence document
7.1.3 Develop, share and implement grade level SEL lessons	Bowman - SEL Committee Members, teachers	August 2019	May 2021			Lessons in SEL folder in drive, lesson plans

# Focus Areas



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<b>Focus Area 1</b>	Literacy
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<b>Specific Result:</b>						
<b>Action Steps</b>	<b>Lead? Assisting?</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Mid-year Status (January)</b>	<b>End of Year Status</b>	<b>Evidence of Completion</b>
Continue Year 1 expectations	Literacy Coach, Principal, AP	August 2019	May 2021			Walk through data
Implement and provide training on the Benchmark assessment system for teachers	Ambeau, Literacy Coach	August 2019	August 2019			Sign-in sheet during summer BAS training Literacy coach lesson plans and sign-in (August 5)
Provide training for new to district teachers in guided reading and balanced literacy.	Literacy Coaches (WW & Cline)	August 2019	May 2021			Literacy coach lesson plans
All teachers of ELAR will receive literacy coaching support through individual coaching sessions and learning walks.	Literacy Coach, Principal, AP	August 2019	May 2021			Literacy coach schedule/documentation
Interactive Read Aloud training (IRA)	EDTL, OSU presenter	Sept 2019	Sept 2019			Sign-in sheet
Evaluate F&P components and align with TEKS	Team Leaders	August 2019	May 2021			Side by side comparison

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Adjust Campus walk through tool used to provide feedback with new literacy expectations	Principal, AP, Literacy Coach, Literacy Committee	August 2019	Sept 2019			Walk-through data
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<b>Focus Area 2</b>	Mathematics
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<b>Specific Result:</b>						
Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
Conduct numeracy framework 2nd and 3rd grade assessment with each child to address skill gaps	Principal, AP, Grade Level Math Leader	August 2019	May 2021			Assessments and intervention/skill progress documentation
Create a "Math Expectations" document for staff (similar to Literacy document)	Math Leads Principal, AP	August 2019	May 2021			Completed Math Expectations document
Survey and establish grade level recommendations for high quality math station activities.	Math Team Leads	August 2019	May 2021			Survey results - agreed upon activities added to the Math expectations document

# Compliance

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## Ongoing Compliance

Cline will maintain compliance with State and Federal requirements.

### Specific Result:

Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-year Status (January)	End of Year Status	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 students who attend DAEP) and provide strategic remediation and accelerated instruction	Principal, AP, RtI team, Counselor	ongoing				Identified any missed System Safeguards, needs assessment written, goals in place
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Dyslexia specialist SRP	ongoing				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"> <li>Suicide prevention</li> </ul>	Counselor	ongoing				Trainings provided with documentation Processes and procedures in place for intervention and reporting

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<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Violence prevention</li> <li>• Sexual harassment prevention</li> <li>• Discipline Management</li> <li>• Sex trafficking</li> <li>• Anti-bullying measures</li> <li>• Trauma-informed care</li> </ul>						
Promote parent and family involvement - active recruitment and elimination of barriers	Principal, AP, Counselor	ongoing				Record of family and community engagement opportunities, attendance noted
Monitor and promote strong attendance	AP, Registrar	ongoing				Attendance reports
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.	Nurse, AP	ongoing				Awareness of district SHAC meeting minutes State fitness assessment data
Implement strategies for recruiting and retaining highly effective teachers	Principal					List of strategies implemented Teacher retention rates