

**Katy Independent School District**  
**Fielder Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

As a unified community, Edna Mae Fielder Elementary is committed to:  
Providing a safe, caring, and positive environment that empowers students to grow academically, socially, and emotionally.

## Vision

Fielder Elementary staff will work cooperatively with the community to provide an exemplary learning environment infused with quality, courtesy, and high expectations to develop lifelong learners that embrace diversity.

## Value Statement

Falcons have exceptional powers of vision - we see all of our students as individuals with unlimited potential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Edna Mae Fielder Elementary is a twenty-nine year old campus in Katy Independent School District which services students in grades PreK through 5th grade. The campus houses programs for emergent bilingual, ECAP, and YCAP.

Student enrollment at Fielder Elementary is stable at around 940 students.

Demographic information was obtained from Fielder's current school report card and STAAR data reports. The majority of the student population is the White ethnicity group at 38.12% White, 37.90% Hispanic, 12.96% Asian, 7.02% Black/African American, 3.89% represented by two or more races and 0.11% is designated as Pacific Islander and American Indian. Fielder currently has an economically disadvantaged population of 35.8%. The Emergent Bilingual population is 38.01% with our Special Education population at 17.93%

Fielder Elementary's Attendance Rate is 97.9%, which is above both the state and district averages. The campus is a predominantly a neighborhood school, zoned within the Cinco Ranch area.

### Demographics Strengths

Fielder Elementary has many strengths. Some of the most important include:

1. Many families moving into the Cinco Ranch High School feeder pattern state that they buy houses in the area in order to attend Fielder Elementary. Our families share our values and help to support our campus vision.
2. Staff member diversity closely matches the diversity of the student population.
3. The attendance rate at Fielder Elementary has remained consistent the last couple years. The rate signifies the shared belief between the school and parents that attendance is a priority.

# Student Learning

## Student Learning Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2021-2022 school year Fielder Elementary met all three targets:

- Domain 1 - Student Achievement - Edna Mae Fielder Elementary Scale Score: 93
- Domain 2 - School Progress - Edna Mae Fielder Elementary Scale Score: 91
- Domain 3 - Closing the Gaps - Edna Mae Fielder Elementary Scale Score: 100

Fielder Elementary received a 2022 Texas Education Agency Accountability Overall Rating of A with an overall score of 95. As well, Fielder Elementary received distinction designations in Academic Achievement ELAR, Academic Achievement Math, Academic Achievement Science, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.

As we dive deeper into the overall STAAR outcomes of accountability, the data shows expected year to year consistency or growth at the approaches grade level standard in all areas except 4th grade Math. In 2022, Fielder experienced a significant gains in all meet standard scores, however 4th grade math continues to be slightly lower which will be addressed in the coming year. When looking closely at the subpopulation information, the data demonstrates year to year accomplishments in all subpopulation data as Fielder met all academic indicators.

2023 STAAR Breakdown							
Grade	Subject	# tested		Approaches		Meets	Masters
3rd	Math (En)	136		90%		68%	36%
	Math (Sp)	14		57%		57%	36%
	Reading (En)	135		92%		81%	36%
	Reading (Sp)	14		71%		50%	21%
4th	Math (En)	149		921%		77%	44%
	Math (Sp)	13		77%		23%	0%
	Reading (En)	148		91%		73%	33%
	Reading (Sp)	14		93%		71%	14%

2023 STAAR Breakdown							
5th	Math (En)	171		96%		80%	49%
	Math (Sp)	11		100%		82%	55%
	Reading (En)	169		94%		83%	53%
	Reading (Sp)	13		92%		62%	46%
	Science (En)	169		88%		62%	35%
	Science (Sp)	13		92%		46%	8%

When we look into the data at the meets grade level standard, the data shows increases in all areas from 2020-2021 to 2021-2022. Students showing expected or exceeding growth was also a highlight of the data for 2021-2022.

As we breakdown the STAAR data reports, the data shows noticeable patterns across all grade levels. The special education data demonstrates areas of concern in all assessments areas with special education students not meeting approaches grade level standard. We will be working on a plan with our special education team to address these concerns. Likewise, our economically disadvantaged and at-risk populations data in pockets also show concerning percentages of students not meeting approaches grade level standard.

\*\*Note: Due to the August release of STAAR scores, the information provided is based on 2022 STAAR. We will update the information once 2023 STAAR information is provided.

### Student Learning Strengths

Edna Mae Fielder Elementary has a population of hard-working, high-performing students. Fielder is proud of many different student achievement strengths, including:

- Student growth data showing expected and exceeds expectations
- Percentage of students at the Meets Grade Level expectation
- Meeting all standards in the three accountability areas

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 2022 STAAR data reveals area of concern in some subpopulation areas (at-risk and eco dis) within certain grade levels **Root Cause:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students.

**Problem Statement 2 (Prioritized):** 2022 STAAR data reveals our Special Education population scored significantly below all other student groups. **Root Cause:** General Education Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

# School Processes & Programs

## School Processes & Programs Summary

Fielder Elementary recruitment process includes intensive screening prior to interviewing. Interviews are conducted by a panel which seeks the most highly qualified candidate. As a school we participate in the Katy ISD job fair in which we hired quality applicants.

Curriculum support is available and provided by the Campus Instructional Coaches. A formal Mentor Teacher is assigned to all teachers new to the profession in order to provide on-going support. An informal Mentor is provided to all staff new to the campus. Teachers new to the profession are assigned a content specialist to their classroom for the first two weeks of school, to assist with routines and procedures, as well as modeling appropriate teaching strategies within the workshop models for Math, Reading and Writing. The content specialists are also available to all teachers to model lessons to those who seek their assistance throughout the school year.

In 2023, we experienced a technology retrofit bringing all devices up to current KATY ISD standards. All teachers use technology throughout the day. We have access to a technology designer who helps teachers and administrators grow in technology implementation. Students are encouraged to use a variety of computer programs on their Chrome books or iPads. The majority of the teachers integrate the use of their SMARTPanel technology- SMARTPanel and SMART document cameras- into their daily lessons and activities in the classroom. Teachers use Canvas and Seesaw PK-5 as the official platform for online, asynchronous learning including Canvas' ability to communicate learning expectations and house resources for students.

Student progress is monitored routinely through the use of collaborative committees that include the classroom teachers, administrators, as well as content specialists to determine students' needs individually. The collaborative teams meet to achieve a variety of components which include, but are not limited too, data analysis, long range planning, curriculum assessments, and professional development. Beginning in mid September, student data collaboratives are utilized to group students by mastery of TEKS into extended learning time (ELT) classes. These ELT groups allow teachers to focus on specific knowledge and skills that their students are needing additional help or guidance with. Those students who have mastered the TEKS are placed into enrichment classes during this time.

In addition to following the Katy ISD Student Code of Conduct and Management Plan, Fielder Elementary began the implementation of a school wide student management system (House System with CHAMPS). The management system was created with staff input and participation. Staff reported that students behavior was more manageable and that positive reinforcement and supports were helping to shape more positive behaviors and less discipline issues within their classrooms.

## School Processes & Programs Strengths

Data from Staff Surveys identified the following strengths:

- Successful collaboratives in which student data is discussed and needed interventions assigned.
- Increased awareness among teachers of student needs and accountability, focusing on student growth.
- Continued focus and implementation of small group instruction and workshop in reading and math.
- Professional Learning is provided on the campus in addition to what is offered at the district level.
- Paraprofessionals are receiving specific staff development to help provide support in the role as classroom assistants.
- Successful monthly unannounced safety drills including unobstructed and obstructed fire drills are conducted.
- Safety training and information is provided for all staff members.
- 2022-2023 Annual fire marshal inspection passed.
- Designated staff members are trained in Crisis Prevention Institute (CPI), CPR, AED, and first aid.
- PurposeFULL People Character Traits successfully implemented and taught each month.
- Bright Bytes Survey shows that most teachers are implementing growing amounts of technology within the classroom.
- Teachers have a minimum of 10 iPads or Chromebooks in the classroom available for student use.



- iPad and Chromebook cart class sets are available for check out from the library.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Any new teachers this school year will have an impact on the success we have seen with the workshop model and small group instructional practices for ELAR and Math. We will need to provide extensive training for the new staff in these proven methodologies. **Root Cause:** The workshop model requires staff members to mentally step away from traditional forms of teaching English Language Arts, Reading, and Math. Teachers do not have a clear understanding of the expectations within each workshop model; therefore lack the fidelity in teaching under the workshop structure.

# Perceptions

## Perceptions Summary

Edna Mae Fielder Elementary has created a welcoming school environment for students, family and visitors. Our goal is to provide a safe, caring, and positive environment empowering students to grow academically, socially, and emotionally. This vision helps guide all work on campus to ensure that student-centered instruction and learning occurs daily.

We work to include positive behavior supports through our House system and display CHAMPS expectations in each common area and classroom to promote a positive learning environment and school culture. Expectations are consistently enforced with House rewards, along with other positive rewards and praise. PurposeFULL People, through Character Strong, has been adopted as our new character education curriculum and will be promoted on eNews, the morning announcements, and interwoven into our school culture through community circles.

The staff morale committee, known as Magic Squad, works in collaboration with our PTA to provide staff with events and treats throughout the year. Staff members are encouraged to write "shout-outs" to others that are included in the weekly bulletin put together by the principal. Administrators are visible on campus daily and strive to create positive experiences for all Fielder stakeholders.

## Perceptions Strengths

- Administrators attend PTA Board meetings and hold strong connections with volunteers.
- Weekly e-News with important dates and information are sent in English and Spanish.
- Parent Remind available for all important reminders.
- Watch D.O.G.S. programs (Dads of Great Students)
- KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- VIPS and PIE (Volunteers in Public Schools) (Partners in Education)
- No Place for Hate Campus
- High-levels of PTA and FE Staff support and interaction through a variety of special events.
- Weekly Leadership and Instructional Coach meetings.
- Weekly calendar meetings between administrators and once per month with PTA President.
- Efficient and effective budget expenditures to increase technology usage and curricular knowledge development within the classrooms.
- Promotion of house points with Fielder PBIS Rewards
- Monthly Happenings Calendars with school and PTA events listed are sent home monthly with students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff has not been consistent with implementing the house system points. Some teachers have been good at rewarding points for positive behaviors while others have not. As well, there is an inconsistency around what constitutes points being awarded. We will moving to a new House points collection system next school year in hopes to address. **Root Cause:** Clear guidelines and expectations for the earning of points has not been communicated. Our house committee is working to establish better procedures and expectations moving forward.

# Priority Problem Statements

**Problem Statement 1:** 2022 STAAR data reveals area of concern in some subpopulation areas (at-risk and eco dis) within certain grade levels

**Root Cause 1:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 2022 STAAR data reveals our Special Education population scored significantly below all other student groups.

**Root Cause 2:** General Education Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Any new teachers this school year will have an impact on the success we have seen with the workshop model and small group instructional practices for ELAR and Math. We will need to provide extensive training for the new staff in these proven methodologies.

**Root Cause 3:** The workshop model requires staff members to mentally step away from traditional forms of teaching English Language Arts, Reading, and Math. Teachers do not have a clear understanding of the expectations within each workshop model; therefore lack the fidelity in teaching under the workshop structure.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Staff has not been consistent with implementing the house system points. Some teachers have been good at rewarding points for positive behaviors while others have not. As well, there is an inconsistency around what constitutes points being awarded. We will moving to a new House points collection system next school year in hopes to address.

**Root Cause 4:** Clear guidelines and expectations for the earning of points has not been communicated. Our house committee is working to establish better procedures and expectations moving forward.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


# Goals


**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** HB3 - The percent of Fielder Elementary students who achieve Meets and above in Reading will increase to 83% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** CBA, DLA, Amira, STAAR Reading Data, TPRI, TXKEA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder Elementary teachers will meet in data collaboratives after each CBA/Interim to analyze student learning goals, assessment data, and small group content. Our data collaborative will maintain a focus on TEKS mastery by student and areas of growth for all students. As well, the data collaborative will focus on the desegregation of data for our two focus groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fielder Elementary will provide ongoing professional development in the area of the district ELAR framework to enhance the instructional craft of our teachers. These professional development sessions during PDR and with on-site consultants will focus on the workshop model, as well as student grouping for small group instruction to enhance student academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Reading/ELA Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Materials and Professional Development - 199 - General Fund - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**


Student Learning
<p><b>Problem Statement 1:</b> 2022 STAAR data reveals area of concern in some subpopulation areas (at-risk and eco dis) within certain grade levels <b>Root Cause:</b> Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students.</p> <p><b>Problem Statement 2:</b> 2022 STAAR data reveals our Special Education population scored significantly below all other student groups. <b>Root Cause:</b> General Education Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Any new teachers this school year will have an impact on the success we have seen with the workshop model and small group instructional practices for ELAR and Math. We will need to provide extensive training for the new staff in these proven methodologies. <b>Root Cause:</b> The workshop model requires staff members to mentally step away from traditional forms of teaching English Language Arts, Reading, and Math. Teachers do not have a clear understanding of the expectations within each workshop model; therefore lack the fidelity in teaching under the workshop structure.</p>

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

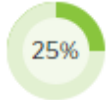
**Performance Objective 2:** HB3 - The percent of Fielder Elementary students who achieve Meets and above in Math will increase to 71% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** CBA, DLA, STAAR Math Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder Elementary teachers will meet in data collaboratives after each CBA/Interim to analyze student learning goals, assessment data, and small group content. Our data collaborative will maintain a focus on TEKS mastery by student and areas of growth for all students. As well, the data collaborative will focus on the desegregation of data for our two focus groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fielder Elementary will provide ongoing professional development in the areas of Math Workshop and Math Progressions to enhance the instructional craft of our teachers. These professional development sessions through PDR and off-site professional development opportunities will focus on the structures of the workshop model, implementation of math progressions, and student grouping for small group instruction to enhance student academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Math Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Materials and Professional Development - 199 - General Fund - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue







**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 2022 STAAR data reveals area of concern in some subpopulation areas (at-risk and eco dis) within certain grade levels <b>Root Cause:</b> Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students.</p> <p><b>Problem Statement 2:</b> 2022 STAAR data reveals our Special Education population scored significantly below all other student groups. <b>Root Cause:</b> General Education Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Any new teachers this school year will have an impact on the success we have seen with the workshop model and small group instructional practices for ELAR and Math. We will need to provide extensive training for the new staff in these proven methodologies. <b>Root Cause:</b> The workshop model requires staff members to mentally step away from traditional forms of teaching English Language Arts, Reading, and Math. Teachers do not have a clear understanding of the expectations within each workshop model; therefore lack the fidelity in teaching under the workshop structure.</p>

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health






**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** Fielder Elementary will foster and nurture a digital learning environment to ensure equity and build positive relationships between students, staff, and parental community.






**Evaluation Data Sources:** Canvas Team Pages, Engaging Digital Learning Activities, Parent Survey, Staff Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder Teachers will create student-interactive experiences through the appropriate digital learning format for their age. PreKinder - 2nd Grade Classrooms will use Seesaw as their digital learning platform for these engaging digital learning experiences. 3rd - 5th Grade Classroom Teachers will use Canvas as a digital learning platform to prepare students for junior high.</p> <p><b>Strategy's Expected Result/Impact:</b> Create engaging experience in a digital learning format where students interact appropriately with content, and each other, to enhance academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Instructional Coaches Team Leaders</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 2:** Fielder teachers of emergent bilingual students will participate in professional development that addresses instruction that is sheltered and culturally responsive.






**Evaluation Data Sources:** Eduphoria Strive Professional Development log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder bilingual and ESL teachers will participate in trainings throughout the year which address sheltered instruction strategies to enhance the development of academic language.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic language in our emergent bilingual population will increase helping them reach mastery of grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Team Leader, ESL ISSTs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 3:** Parents and families of Fielder emergent bilingual students will be provided opportunities for engagement during the school year which enhance their social and academic awareness of English language acquisition.






**Evaluation Data Sources:** Event participation logs, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder ESL and Bilingual education staff will provide one activity per semester which provides awareness. and instructional support, for emergent bilingual students in the areas of social and academic language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in TELPAS year over year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Bilingual Team Lead, ESL ISSTs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 4:** Fielder Elementary will create an attendance program to ensure an increase in staff and student attendance.







**Evaluation Data Sources:** ADA attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder administration will create a student attendance program, with monthly parent communications, to ensure student attendance increases from the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Fielder will see an overall student attendance gain of 0.5%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Fielder Elementary students will analyze their assessment data to inform goal setting and decisions related to TEKS based instruction.

**Evaluation Data Sources:** CBA, DLA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder Students will set academic goals after each CBA and create a plan for learning to ensure one year of academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student knowledge of their assessment data and formulating a plan to gain success.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fielder Students will analyze their CBA data after each test and graph their assessment results to ensure mastery of TEKS and at least one year of academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student knowledge of their assessment data and self-awareness of areas to focus on to reach mastery of content.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** 2022 STAAR data reveals area of concern in some subpopulation areas (at-risk and eco dis) within certain grade levels **Root Cause:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students.






**Problem Statement 2:** 2022 STAAR data reveals our Special Education population scored significantly below all other student groups. **Root Cause:** General Education Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.



**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 2:** Fielder teachers of emergent bilingual students will analyze student proficiency levels and provide appropriate instruction using the ELPS to develop social and academic English proficiency.

**Evaluation Data Sources:** TELPAS data, K-12 Summit






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During professional learning collaboratives and data collaboratives, Fielder teachers will analyze proficiency levels of students to link ELPS to instruction in order to enhance emergent bilingual students develop social and academic proficiency in reading, writing, listening, and speaking.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth year over year on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, ESL ISSTs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** All Fielder teachers of emergent bilingual students, with parent approval for ESL program participation, will receive English Language Arts and Reading by teachers who are ELAR and ESL certified.

**High Priority**




**Evaluation Data Sources:** SBEC certification

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Fielder English Language Arts and Reading teachers will be required to receive ESL certification by the end of the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> ESL certified teachers are able to better serve the language needs of our students increasing student growth and the acquisition of language.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal, ESL ISSTs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Fielder Falcons will demonstrate behaviors and attitudes which contribute to an engaging, positive, and caring learning environment.

**Evaluation Data Sources:** Discipline Data, House System/CHAMPS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fielder Elementary will implement PurposeFULL People character education curriculum with fidelity to grow our Falcons in the areas of social emotional health and wellness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student social emotional wellness and skills for self-awareness of character traits while decreasing discipline incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS Rewards Software - 199 - General Fund - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fielder Elementary will enhance the campus wide house system through stakeholder bonding events, school-wide events, and community events to promote a sense of community, and build a positive campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong, positive stakeholder relationships on campus while providing a school community environment which engages students to excellence.</p> <p><b>Staff Responsible for Monitoring:</b> Principal House Committee Members</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> House System Support Items - 199 - General Fund PTA Donation - \$5,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fielder Elementary will provide resources to parents, students, and staff members on violence and bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of bullying and the steps to prevent bullying on and off campus, as well as strategies to decrease bullying on/off campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** Staff has not been consistent with implementing the house system points. Some teachers have been good at rewarding points for positive behaviors while others have not. As well, there is an inconsistency around what constitutes points being awarded. We will moving to a new House points collection system next school year in hopes to address. **Root Cause:** Clear guidelines and expectations for the earning of points has not been communicated. Our house committee is working to establish better procedures and expectations moving forward.

# State Compensatory

## Budget for Fielder Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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## Personnel for Fielder Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Graciela Soriano	Teacher	1
Lynn Margolis	Teacher	1
Ronda Meldrum	Teacher	1

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials and Professional Development		\$1,500.00
1	2	2	Instructional Materials and Professional Development		\$1,500.00
5	1	1	PBIS Rewards Software		\$2,500.00
<b>Sub-Total</b>					<b>\$5,500.00</b>
<b>199 - General Fund PTA Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	House System Support Items		\$5,500.00
<b>Sub-Total</b>					<b>\$5,500.00</b>

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**EDNA MAE FIELDER EL (101914114) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		94	A
<b>Student Achievement</b>		91	A
<a href="#">STAAR Performance</a>	63	91	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		85	B
<a href="#">Academic Growth</a>	78	85	B
<a href="#">Relative Performance (Eco Dis: 24.2%)</a>	63	79	C
<a href="#">Closing the Gaps</a>	100	100	A

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned



The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>60%</b>	<b>62%</b>	<b>82%</b>	<b>83%</b>
Actual	<b>58%</b>	<b>59%</b>	<b>65%</b>	<b>81%</b>	<b>78%</b>	
Met Goal			Y	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
		2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
		2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
		2023 Target		43%		65%		88%				88%				50%		78%		64%		64%
		2023 Actual	16	88%	51	76%	58	76%	0		17	76%	0		7	86%	27	48%	53	74%	48	71%
		Met Target		Y		Y		N				N				Y		N		Y		Y
		2024 Target		43%		65%		88%				88%				50%		<b>58%</b>		64%		<b>81%</b>

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>63%</b>	<b>65%</b>	<b>70%</b>	<b>71%</b>
Actual	<b>54%</b>	<b>62%</b>	<b>55%</b>	<b>69%</b>	<b>67%</b>	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
		2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
		2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
		2023 Target		43%		66%		77%				88%				50%		56%		62%		68%
		2023 Actual	16	31%	52	75%	58	66%	0		17	82%	0		7	71%	27	41%	54	56%	49	73%
		Met Target		N		Y		N				N				Y		N		N		Y
		2024 Target		43%		66%		<b>76%</b>				88%				50%		<b>51%</b>		62%		68%