

Katy Independent School District
Fielder Elementary
2018-2019 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Edna Mae Fielder Elementary is a twenty-five year old campus in Katy Independent School District, with ECAP, YCAP and PreK through 5th Grade students.

Student enrollment at Fielder Elementary is stable at around 925 students. Enrollment has changed in the past year, several changes affecting student enrollment at Fielder Elementary. In 2018, the decision was made to phase-out TWI, one grade level at a time. The KatyISD board of trustees also decided to relocate bilingual students not zoned to Fielder Elementary to Williams Elementary, as space was becoming an issue.

Demographic information was obtained from Fielder's current enrollment PEIMS reports. The majority of the student population is Hispanic ethnicity group 40.28%, followed by 40.17% White, 8.29% Asian, 8.08% Black/African American race/ethnicity groups. 2.23% of the student population is represented by two or more races and 0.32% is designated as Native Hawaiian Pacific Islander.

Fielder Elementary's Attendance Rate is 97.1%, 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 the same at 97% in the last couple years. The rate signifies the shared belief between the school and parents that attendance is a priority.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The diversity of our students continues to grow, with a large population base in ESL/LEP. Training is limited to further develop teaching strategies to support the needs of our students. **Root Cause:** KatyISD is a destination district where families come from around the world to receive high level education.

Problem Statement 2: Students in different classrooms are receiving different assignments and assessments. Students cannot be interchanged by teachers or classrooms during ELT time, due to not being on the same lessons. **Root Cause:** Lesson plan format or expectations had not be set by Administrators. TWI, Bilingual, and general education teachers all planned in separate teams.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2017-2018 school year Fielder Elementary met all three targets:

- Index 1 - Student Achievement - Edna Mae Fielder Elementary Score: 91
- Index 2 - School Progress - Edna Mae Fielder Elementary Score: 85
- Index 3 - Closing the Gaps - Edna Mae Fielder Elementary Score: 100

These scores result in Fielder Elementary receiving a 2018 Texas Education Agency Accountability Overall Rating of Met Standard with a score of 94. Fielder Elementary earned Distinction Designation in the area of Comparative Closing the Gaps.

Student Academic Achievement Strengths

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

- Earning a Distinction Designation in the area of Comparative Closing the Gaps
- Meeting all of the state standards in the three accountability areas

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data reveals that 27 students Did Not Meet Progress in ELA/Reading STAAR tests in the 4th or 5th grade. **Root Cause:** Previous expectation of focusing on students who were not passing leads to a lack of attention on students who are already meeting standards and need enrichment.

Problem Statement 2: 2018 STAAR data reveals that 45 students Did Not Meet Progress in Mathematics STAAR tests in the 4th or 5th grade. **Root Cause:** Previous expectation of focusing on students who were not passing leads to a lack of attention on students who are already meeting standards and need enrichment.

Problem Statement 3: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups. **Root Cause:** Lack of access to classroom instruction and lack of training provided to general education teachers of students with special needs.

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 as well as participate in recruiting trips as asked.

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. Beginning this year, teachers new to the professional are provided a content specialist in 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. This content specialist is also available to all teachers to model lessons to those who seek their assistance.

In 2017, wireless access points were upgraded for both student and community access to internet. All teachers use technology throughout the day. We have access to a technology designer who helps teachers and administrators grow in technology implementation. In 2018, the entire campus underwent a technology retrofit, where all technology in classrooms was replaced with newer versions. 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 SMARTboard technology- SMARTboards and SMART document cameras- into their daily lessons and activities in the classroom.

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. Beginning in mid September, students are also grouped by knowledge 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. 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 the Spring 2018 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.
- 2017 Annual fire marshal inspection passed.
- Designated staff members are trained in Crisis Prevention Institute (CPI), CPR, AED, and first aid.
- Core Essential 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 5 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: Student Discipline Referrals remained about the same from 2016-2017 to 2017-2018, despite the implementation of new student expectations. **Root Cause:** Lack of consistent processes remain within grade levels.

Problem Statement 2: Teachers in PK-2 struggle in implementing the district curriculum for Readers and Writers Workshop including the unit plans with fidelity. **Root Cause:** The workshop model is new to many staff members. Teachers are not all adequately trained and do not have a clear understanding of the expectations within each workshop model.

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 PBIS expectations in each common area and classroom to promote a positive learning environment and school culture. Expectations are consistently enforced with Fielder Funds, along with positive rewards and praise. Core Essential traits are promoted on eNews, on the morning announcements, and through a new walk and talk session held every Wednesday during the first seven minutes of recess for all students.

The staff morale committee, known as Sunshine Committee, works 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. Administrators are also encouraged to provide treats to staff members on random days during the month using the Principal's snack cart.

Perceptions Strengths

- Administrators attend PTA Board meetings.
- 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 workshop model development within the classrooms.
- Promoted positive behavior with Fielder Funds
- Monthly Happenings Calendars with school and PTA events listed are sent home monthly with students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of behavior referrals have not decreased, despite the new behavior management system put into place in the 2017-2018 school year. **Root Cause:** Teachers are inconsistent in implementation within their grade levels.

Problem Statement 2: Neighborhood community within Fielder Elementary is hesitant to change, even when change is necessary for the safety and instruction of the students. **Root Cause:** Population has been very constant for the first 20 years of the school's existence. Student population has been slowly changing within the last 5 years. Change is often difficult for many who have been living in the community for such a long time.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: July 24, 2017






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

Performance Objective 1: Provide opportunities for staff to disaggregate data that tracks student success so that the instructional needs of the special education and English Language Learners achieve Approaches Grade level in the area of Writing on the STAAR assessment.

Evaluation Data Source(s) 1: STAAR Reading and Math Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by classroom teachers, to ensure mastery of required TEKS for all sub populations.</p>	2.4, 2.5, 2.6	Reading/ELA and Math Instructional Coaches	Campus Based Assessments District Learning Assessments Progress Reports ISIP Fountas & Pinnell DreamBox PDR Agendas Forethought Lesson Plans Walkthroughs Learning Walks STAAR Results				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00							

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide PDR for classroom teachers, with a focus and emphasis on special education training and information.	2.4, 2.5, 2.6	Administrators	Campus Based Assessments District Learning Assessments Progress Reports ISIP Fountas & Pinnell DreamBox PDR Agendas Forethought Lesson Plans Walkthroughs Learning Walks STAAR Results				
	Problem Statements: Student Academic Achievement 1, 2, 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 2018 STAAR data reveals that 27 students Did Not Meet Progress in ELA/Reading STAAR tests in the 4th or 5th grade. Root Cause 1: Previous expectation of focusing on students who were not passing leads to a lack of attention on students who are already meeting standards and need enrichment.
Problem Statement 2: 2018 STAAR data reveals that 45 students Did Not Meet Progress in Mathematics STAAR tests in the 4th or 5th grade. Root Cause 2: Previous expectation of focusing on students who were not passing leads to a lack of attention on students who are already meeting standards and need enrichment.
Problem Statement 3: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups. Root Cause 3: Lack of access to classroom instruction and lack of training provided to general education teachers of students with special needs.

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: Foster and nurture the learning environment and relationships between students, staff, and community to ensure the needs are being met of our rapidly changing demographics.

Evaluation Data Source(s) 1: Instructional Look-Fors and Walkthrough Forms

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement new Instructional Look-Fors during learning walks by any KatyISD employee through the use of QR codes outside each teacher's classroom, focusing on classroom environment. Use the feedback to provide training to staff based on need.</p>	2.4, 2.5, 2.6, 3.1	Campus administrators Reading/ELA and Math Instructional Coaches	Fewer discipline reports Report card behavior, Improved DLA scores Improved STAAR Scores				
<p>Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: 199 - General Fund - 150.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Increase communication between school, parents, and community through classroom bulletins, eNews, Remind, Canvas, school and classroom websites, and social media. Include important information, such as school and PTA events and family meetings.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Team Leaders, School Secretary Campus, Administrators	Fewer discipline reports, Report card behavior, Improved CBA scores Improved DLA scores Improved STAAR scores				
<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 0.00</p>							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The diversity of our students continues to grow, with a large population base in ESL/LEP. Training is limited to further develop teaching strategies to support the needs of our students. Root Cause 1: KatyISD is a destination district where families come from around the world to receive high level education.</p>
Perceptions

Problem Statement 2: Neighborhood community within Fielder Elementary is hesitant to change, even when change is necessary for the safety and instruction of the students. **Root Cause 2:** Population has been very constant for the first 20 years of the school's existence. Student population has been slowly changing within the last 5 years. Change is often difficult for many who have been living in the community for such a long time.

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

Performance Objective 1: Fielder Elementary teachers will meet and plan as a grade level, regardless of their classroom student populations.

Evaluation Data Source(s) 1: Forethought lesson plans for teams by content area, PBIS student tracking system

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Support classroom teachers in grade level planning at least once a week. Provide teachers a day without meetings, conferences, or set appointments to be able to sit together and plan without interruption.</p>	2.4, 2.5, 2.6	Reading/ELA and Math Instructional Coaches, Instructional Coordinator	Forethought lesson plans, Canvas websites, Improved CBA scores, Improved DLA scores, Improved STAAR scores				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide training to teachers during PDR time, separate from their planning time. Training includes specific needs for teachers in behavior management and supporting students with specific needs.</p>	2.4, 2.5, 2.6	Campus Administrators, Reading/ELA and Math Instructional Coaches	Fewer discipline referrals, Forethought lesson plans, Canvas websites, Improved CBA scores, Improved DLA scores, Improved STAAR scores				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The diversity of our students continues to grow, with a large population base in ESL/LEP. Training is limited to further develop teaching strategies to support the needs of our students. Root Cause 1: KatyISD is a destination district where families come from around the world to receive high level education.</p>
<p>Problem Statement 2: Students in different classrooms are receiving different assignments and assessments. Students cannot be interchanged by teachers or classrooms during ELT time, due to not being on the same lessons. Root Cause 2: Lesson plan format or expectations had not be set by Administrators. TWI, Bilingual, and general education teachers all planned in separate teams.</p>

Student Academic Achievement

Problem Statement 1: 2018 STAAR data reveals that 27 students Did Not Meet Progress in ELA/Reading STAAR tests in the 4th or 5th grade. **Root Cause 1:** Previous expectation of focusing on students who were not passing leads to a lack of attention on students who are already meeting standards and need enrichment.

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Problem Statement 3: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups. **Root Cause 3:** Lack of access to classroom instruction and lack of training provided to general education teachers of students with special needs.

School Processes & Programs

Problem Statement 1: Student Discipline Referrals remained about the same from 2016-2017 to 2017-2018, despite the implementation of new student expectations. **Root Cause 1:** Lack of consistent processes remain within grade levels.

Problem Statement 2: Teachers in PK-2 struggle in implementing the district curriculum for Readers and Writers Workshop including the unit plans with fidelity. **Root Cause 2:** The workshop model is new to many staff members. Teachers are not all adequately trained and do not have a clear understanding of the expectations within each workshop model.

Perceptions



Problem Statement 1: The number of behavior referrals have not decreased, despite the new behavior management system put into place in the 2017-2018 school year. **Root Cause 1:** Teachers are inconsistent in implementation within their grade levels.

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Fielder Elementary will increase the integration of technology in all grade levels as a means of communication between school, parents, and community.

Evaluation Data Source(s) 1: Forethought lesson plans, Canvas websites

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Teachers are provided set expectations for their Canvas websites and the amount of technology integration that is expected, based on grade level. Parents can view information at all times and attend online trainings or webinars in lieu of face-to-face meetings.</p>	2.5, 2.6, 3.1, 3.2		Increased communication in Canvas websites, Forethought lesson plans, Canvas websites, Improved CBA scores, Improved DLA scores, Improved STAAR scores				
Problem Statements: Demographics 2 - Perceptions 2 Funding Sources: 199 - General Fund - 0.00							
							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students in different classrooms are receiving different assignments and assessments. Students cannot be interchanged by teachers or classrooms during ELT time, due to not being on the same lessons. Root Cause 2: Lesson plan format or expectations had not be set by Administrators. TWI, Bilingual, and general education teachers all planned in separate teams.</p>
Perceptions
<p>Problem Statement 2: Neighborhood community within Fielder Elementary is hesitant to change, even when change is necessary for the safety and instruction of the students. Root Cause 2: Population has been very constant for the first 20 years of the school's existence. Student population has been slowly changing within the last 5 years. Change is often difficult for many who have been living in the community for such a long time.</p>

Goal 5: 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: In addition to following T-TESS requirements for staff, administrators will increase the amount of time spent observing classrooms.

Evaluation Data Source(s) 1: Calendar items, observational notes, observation logs, Administrative planning agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Fielder administrators create a schedule/rotation for observation days and provide documentation for walkthrough		Administration	Increase the amount of time in classrooms, Increase the amount of walkthroughs and learning walks				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00							
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Campus administrators will hold frequent meetings with the purpose of debriefing the weeks observations and use common happenings/areas of need noticed to plan support/interventions.	2.4, 2.5, 2.6	Administration	Goals, plans, interventions will be based on genuine data observed and not perceived needs.				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students in different classrooms are receiving different assignments and assessments. Students cannot be interchanged by teachers or classrooms during ELT time, due to not being on the same lessons. Root Cause 2: Lesson plan format or expectations had not be set by Administrators. TWI, Bilingual, and general education teachers all planned in separate teams.
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Problem Statement 3: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups. Root Cause 3: Lack of access to classroom instruction and lack of training provided to general education teachers of students with special needs.

Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: Fielder elementary will utilize resources and funding to support professional growth for all staff members.

Evaluation Data Source(s) 1: Munis budget reports, administrative team meeting agendas, PDR calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Teachers will plan with instructional coaches in order to meet state and district standards on equipment and activities needed to teach curriculum.</p>	2.4, 2.5, 2.6	Reading/ELA and Math Instructional Coaches	Improved CBA scores Improved DLA scores Improved STAAR scores				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: 199 - General Fund - 0.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
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School Processes & Programs
Problem Statement 2: Teachers in PK-2 struggle in implementing the district curriculum for Readers and Writers Workshop including the unit plans with fidelity. Root Cause 2: The workshop model is new to many staff members. Teachers are not all adequately trained and do not have a clear understanding of the expectations within each workshop model.

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Fielder Elementary will host community events for all families to attend.

Evaluation Data Source(s) 1: Calendar, Website, Social Media, eNews newsletters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) Work with PTA to schedule events and involve parents in the planning.		Administration	Events that are supported and hosted by school and PTA equally.				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 0.00							
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Fielder Elementary will continue a joint partnership with PTA to provide Parent Programs and Parent involvement	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Reading/ELA and Math Instructional Coaches, Classroom Teachers	Increased parent involvement Increased student awareness of cultural differences Improved CBA scores Improved DLA scores Improved STAAR scores				
Problem Statements: Perceptions 1, 2 Funding Sources: 199 - General Fund - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:


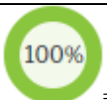

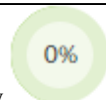

Perceptions
Problem Statement 1: The number of behavior referrals have not decreased, despite the new behavior management system put into place in the 2017-2018 school year. Root Cause 1: Teachers are inconsistent in implementation within their grade levels.
Problem Statement 2: Neighborhood community within Fielder Elementary is hesitant to change, even when change is necessary for the safety and instruction of the students. Root Cause 2: Population has been very constant for the first 20 years of the school's existence. Student population has been slowly changing within the last 5 years. Change is often difficult for many who have been living in the community for such a long time.

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Discipline referrals will be reduced by 25% at the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: Discipline Reports from eSchool, copies of referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) Train and implement the staff on School Wide Student Management system focusing on positive student behaviors.	2.4, 2.5, 2.6	Administrators	Fewer discipline referrals, Increased CBA scores Increased DLA scores Increased STAAR scores				
	Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: 199 - General Fund - 0.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Implementation of Daily Community Circles in classrooms	2.4, 2.5, 2.6, 3.1, 3.2	Counselor	Decreased discipline referrals Increased CBA scores Increased DLA scores Increased STAAR Scores				
	Funding Sources: 199 - General Fund - 1000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student Discipline Referrals remained about the same from 2016-2017 to 2017-2018, despite the implementation of new student expectations. Root Cause 1: Lack of consistent processes remain within grade levels.
Perceptions
Problem Statement 1: The number of behavior referrals have not decreased, despite the new behavior management system put into place in the 2017-2018 school year. Root Cause 1: Teachers are inconsistent in implementation within their grade levels.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional materials, online resources, technology devices, professional development and targeted intervention by classroom teachers, to ensure mastery of required TEKS for all sub populations.
1	1	2	Provide PDR for classroom teachers, with a focus and emphasis on special education training and information.
3	1	1	Support classroom teachers in grade level planning at least once a week. Provide teachers a day without meetings, conferences, or set appointments to be able to sit together and plan without interruption.
5	1	1	Fielder administrators create a schedule/rotation for observation days and provide documentation for walkthrough
5	1	2	Campus administrators will hold frequent meetings with the purpose of debriefing the weeks observations and use common happenings/areas of need noticed to plan support/interventions.
6	1	1	Teachers will plan with instructional coaches in order to meet state and district standards on equipment and activities needed to teach curriculum.
7	1	1	Work with PTA to schedule events and involve parents in the planning.
7	1	2	Fielder Elementary will continue a joint partnership with PTA to provide Parent Programs and Parent involvement
8	1	1	Train and implement the staff on School Wide Student Management system focusing on positive student behaviors.
8	1	2	Implementation of Daily Community Circles in classrooms

State Compensatory

Personnel for Fielder Elementary:

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

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Ramona Cardin	Administrator
Administrator	Norma Martinez	Administrator
Classroom Teacher	Kimberly Hajovsky	Classroom Teacher
Classroom Teacher	Monica Cupp	Classroom Teacher
Classroom Teacher	Autumn Stewart	Classroom Teacher
Classroom Teacher	Tamara Herbert	Classroom Teacher
Non-classroom Professional	Elizabeth Shaikh	Non-classroom Professional
Non-classroom Professional	Lenay Pegram	Non-classroom Professional
Parent	Chinyere Ukomadu	Parent
Parent	Kara Wallnutt	Parent
Parent	Ryan Doe	Parent
Parent	Adriana Hernandez	Parent
Parent	Sarah Schneider	Parent
Parent	Vrushali Patel	Parent
Business Representative	Brian Royo	Business Representative/ Parent
District-level Professional	Sharon Thorne Green	District Level Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Online Instructional Resources and Staff Development		\$0.00
2	1	1	Digital Resources, Staff development		\$150.00
2	1	2	Blackboard online system		\$0.00
3	1	1	Planning time		\$0.00
3	1	2	Staff development		\$0.00
4	1	1	Staff Development		\$0.00
5	1	1	Walkthroughs and Learning Walks		\$0.00
5	1	2	Meetings		\$0.00
6	1	1	Professional Development		\$0.00
7	1	1	Staff Development		\$0.00
7	1	2	Online social media- blackboard		\$0.00
8	1	1	Training		\$0.00
8	1	2	Falcon Funds from Print Shop, Student Incentives		\$1,000.00
Sub-Total					\$1,150.00
Grand Total					\$1,150.00