

Katy Independent School District

Fielder Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Closing Performance Gaps



Mission Statement

Katy Independent School District, the leader in educational experience, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Vision

Fielder Elementary provides a safe, caring, and positive environment empowering students to grow academically, socially, and emotionally. As a unified community, we embrace individuality and cultivate a love of learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fielder Elementary is a twenty-four year old campus serving PreK-5th Grade students. Fielder has a variety of programs that help create a very diverse population. Fielder host a Bilingual Program, Two Way Immersion Program, Early Childhood Autism Program, Young Child Autism Program, and Autism Intervention Support Program. This improvement plan focuses on the 2017-2018 school year, however the demographic information is derived from Spring 2017 as reported through PEIMS. This year we continue to see growth and as of August 2017 have 1115 students enrolled.

Demographics Strengths

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

1. Many families moving into the Cinco Ranch High School feeder pattern state they buy houses in the area in order to attend Fielder Elementary.
2. Staff and students alike are welcoming to new students regardless of specific demographics.
3. Professional Learning is provided on the campus in addition to what is offered at the district level. Professional Development and Learning is embedded into PLC's at least once a month during planning periods. This year paraprofessionals are receiving specific staff development to help provide support in the role as classroom assistants.
4. Fielder Elementary houses several District programs. These programs include: Two Way Immersion, Bilingual, ECAP, YCAP, and ASIP.

Student Academic Achievement

Student Academic Achievement Summary

See CIP Addendum for Achievement and Goals.

Student Academic Achievement Strengths

See CIP Addendum for Achievement and Goals.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on STAAR ELL progress, FE's Science STAAR ELL of 40% met progress was significantly below the district average of 76%. **Root Cause:** Lack of opportunity and time spent on hands on science labs and experiments.

Problem Statement 2: Based on STAAR results our campus has maintained the same level of achievement as previous year. There has been little increase in overall students achievement. **Root Cause:** Need to increase use of differentiated and small group instruction. Streamline and repurpose extended learning time.

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.

Recently, 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 admin grow in technology implementation.

In addition to following the Katy ISD Student Code of Conduct and Management Plan, Fielder Elementary has begun implementation of a school wide student management system. The management system was created with staff input and participation.

School Processes & Programs Strengths

Reading, Writing, Math, and Science STAAR results were “Met Standard” at Level II Phase-In (Highest Ranking Available from TEA)

Successful Data Meetings in which student data is discussed and needed interventions assigned.

Increased awareness among teachers of student needs and accountability.

Continued focus and implementation of small group instruction and workshop in reading and math.

Continued focus and implementation of Guided Math instruction.

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.

Teachers meet twice a month with an Instructional Coach to ensure focus is maintained and all student learning objectives are met.

Successful monthly unannounced safety drills including unobstructed and obstructed fire drills are conducted. Lock down, shelter and place, and severe weather drills are conducted a minimum of twice a school year.

Safety training for all staff members.

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.

Our Bright Bytes Survey shows that most teachers are implementing growing amounts of technology within the classroom.

Teachers have a minimum of 3 iPads in the classroom available for student use.

iPad class sets are available for check out from the library.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student Discipline Referrals increased from 237 in 2015-2016 to 302 for the 2016-2017 School Year. **Root Cause:** No consistent School Wide Student Management System in place. Lack of staff training or consistent processes.

Problem Statement 2: Current Fire Drills are unorganized and average 20 minutes before all cleared. **Root Cause:** No clear procedures and expectations in place. No working radios available for increased communication.

Perceptions

Perceptions Summary

Our vision is to provide a safe, caring, and positive environment empowering students to grow academically, socially, and emotionally. As a unified community, we embrace individuality and cultivate a love of learning. This vision helps guide all work on campus to ensure that student-centered instruction and learning occurs daily.

Perceptions Strengths

Grade level Curriculum Nights held virtually to allow increased access to information.

Administrators attend PTA Board meetings.

Weekly e-News with important dates and information are sent in English and Spanish.

Parent Remind available for Inclement Weather Alerts or Emergency Information.

Successful Implementation of Watch D.O.G.S. (Dads of Great Students)

Continued high-levels of PTA and FE Staff support and interaction through a variety of special events.

Whole day planning scheduled for teams three times during the school year- substitutes provided.

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.

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

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or 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

Goal 1: Student Growth and Success


Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: By June 2018, based on overall STAAR scores, 90% of all students in grades 3rd-5th in all subjects will meet expectations.

Evaluation Data Source(s) 1: STAAR data, Accountability Reports, AYP data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus Extension to enhance science through science tubs, journals, MAD LAB, inquiry based learning via hands-on learning.	Math/Science Instructional Coach	Lesson Plans, anchor charts, sign-in sheets, student products- journals. Spring 2018 Science STAAR test, end of year DLA, and report cards				
			Problem Statements: Student Academic Achievement 1			
2) Re-purpose and restructure Extended Learning Time. Using data to form classes based on student need- reteach, extend, work on word study, social skills, etc.	Instructional Coordinator	ELT Lesson plans, STAAR scores, end of year DLA data, report cards, teacher conferring notes				
			Problem Statements: Student Academic Achievement 2			
3) Use Title III Immigrant funds to supplement instruction provided to Immigrant students.	ESL Team Lead & Bilingual Team Lead	PEIMS Identified Immigrant Students Student Achievement Data Sources: Student Engagement Subjective data: Walkthroughs/Observations Grades				
			Problem Statements: Student Academic Achievement 2			

4) Teachers will use 'I can' statements to focus instruction and for students to assess their own learning.	Instructional Coordinators	Focused lessons, formative student assessment, lesson plan notations				
	Problem Statements: Student Academic Achievement 2					
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Based on STAAR ELL progress, FE's Science STAAR ELL of 40% met progress was significantly below the district average of 76%. Root Cause 1: Lack of opportunity and time spent on hands on science labs and experiments.
Problem Statement 2: Based on STAAR results our campus has maintained the same level of achievement as previous year. There has been little increase in overall students achievement. Root Cause 2: Need to increase use of differentiated and small group instruction. Streamline and repurpose extended learning time.


Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: Discipline referrals will be reduced by 30% at the end of the 2017-2018 school year. At the end of the 2016-2017, Fielder had 302 discipline referrals.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train and implement the staff on School Wide Student Management system focusing on positive student behaviors.	Instructional Coordinator, Assistant Principals	Fewer discipline referrals, increased student achievement				
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - \$800.00					
2) Implementation of Daily Community Circles in classrooms.	Instructional Coordinator, Counselor	Fewer discipline referrals, increased student achievement, 'Fielder Funds' earned				
	Funding Sources: 199 - General Fund - \$2,500.00					
						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student Discipline Referrals increased from 237 in 2015-2016 to 302 for the 2016-2017 School Year. Root Cause 1: No consistent School Wide Student Management System in place. Lack of staff training or consistent processes.


Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Fielder Elementary will host 4 events for all families to attend. In addition, each grade level will host 1 event exclusively for their grade level families.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
2) Continue joint partnership with PTA to provide Parent Programs and Parent involvement	Administration, IC's, teachers	PTA events held (fliers/newsletter)				
						


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Grade level, like subjects, will be provided extended planning at least once per grading period to ensure road maps and long term goals and objectives are aligned to curriculum.

Evaluation Data Source(s) 1: Completed roadmap, finished assessments, AESOP report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff development budget and school business days are equally distributed to grade levels and departments.	Administration	Registration for professional learning and attendance				
2) Instructional Coaches will prepare materials and provide resources for the Extended Planning Days. Both Coordinators will be able to facilitate the planning days.	Assistant Principals	Alignment among grade levels				
						


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 2: Fielder will reduce fire drill times from 15-20 minutes to less than 10 minutes by June 2018.

Evaluation Data Source(s) 2: fire drill checklist with times notated

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will be trained on new Fire Drill Procedures and Expectations in order to reduce amount of time to clear the building and account for students.	Campus Safety Administrator	Logged times/dates of fire drills, updated procedures and expectations, sign in sheet of training				
	Problem Statements: School Processes & Programs 2					
2) New digital radios will be purchased for Team Leaders and other key personnel. Staff will be trained on use of the new equipment.	Administration	Clear, quick communication between staff members				
	Funding Sources: 199 - General Fund - \$4,500.00					
						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Current Fire Drills are unorganized and average 20 minutes before all cleared. Root Cause 2: No clear procedures and expectations in place. No working radios available for increased communication.

Goal 5: Organizational Improvement






Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: In addition to following T-TESS requirements for staff, administrators will increase the amount of time spent observing classrooms. Fielder Administrative Team will spend at minimum 6 hours per week observing classrooms and school activities. Administrators will use observational data gathered during the observations to plan for Fielder.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a schedule/rotation for observations.	Administration	Creating 'sacred' days for observations and adding those dates/days to our calendars will increase the amount of time dedicated to observations.				
2) Hold Admin meetings with the purpose of debriefing the weeks observations and use common happenings/areas of need noticed to plan support/interventions.	Administration	Goals, plans, interventions will be based on genuine data observed and not perceived needs.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Ramona Cardin	Principal
Non-classroom Professional	Scott Greene	Non-Teaching Professional
Certified Teaching	Ann Lee	Teacher
Certified Teaching	Gracie Soriano	Teacher
Certified Teaching	William Tellez	Teacher
Certified Teaching	Liz Shaikh	Teacher
Non-classroom Professional	Lenay Pegram	Non-Teaching Professional
Parent	Bethany Freund	Parent
Parent	Shameka Provost	Parent
Parent	Heather Martin	Parent
Parent	Katie Nicksic	Parent
Parent	Norman Drews	Parent
District-level Professional	Liz Garza	District Representative
Community Representative	Bruce Hayes	Community Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Extra Duty Pay for After School Detention		\$800.00
2	1	2	Falcon Funds from Print Shop, Student Incentives		\$2,500.00
4	2	2	Radios		\$4,500.00
				Sub-Total	\$7,800.00
				Grand Total	\$7,800.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

EDNA MAE FIELDER EL (101914114) - KATY ISD

Accountability Rating

Met Standard

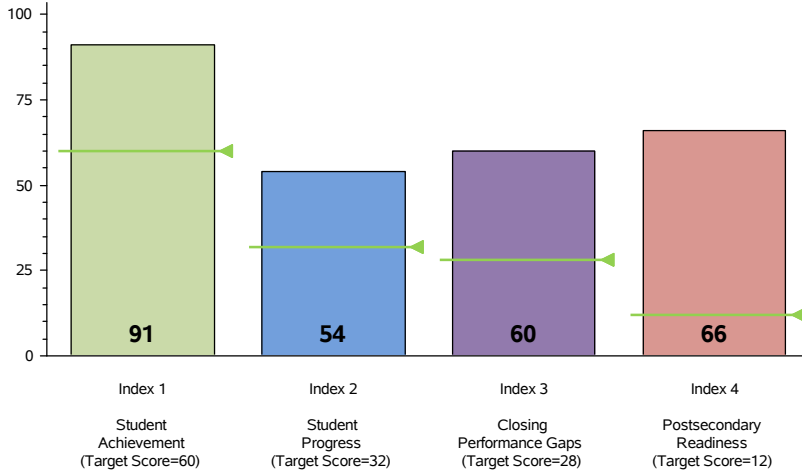
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,023 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	21.6
Percent English Language Learners	39.4
Mobility Rate	10.6
Percent Served by Special Education	9.7
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,111	1,226	91
2 - Student Progress	749	1,400	54
3 - Closing Performance Gaps	1,193	2,000	60
4 - Postsecondary Readiness			
STAAR Score	66.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		66

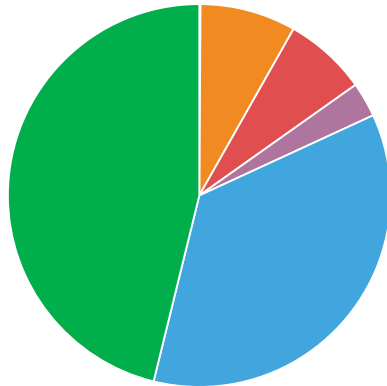
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	25 out of 26 = 96%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
Total	41 out of 42 = 98%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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Student Profile



Student Statistics

Total Enrollment	1,027
At-Risk	50.44%
Low Income	21.52%
Limited English Proficient	39.24%
Special Education	10.03%
Career Technology Educat..	0.00%
Bilingual	41.19%
ESL	8.18%
Gifted/Talented	4.87%
Title I	0.88%
Attendance Rate	96.53%

Race/Ethnicity	#	%
White	367	35.74%
Hispanic	474	46.15%
Asian	83	8.08%
Black/African American	72	7.01%
Two or More Races	30	2.92%
Am Indian/Alaskan Native	1	0.10%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

CIP Timeline 2017-2018

August 2017	Develop Needs Assessment
September 21, 2017	CAT Meeting
September 25, 2017	Revise/Review CIP with input from staff and CAT
November 16, 2017	CAT Meeting
November 27, 2017	Review CIP
January 18, 2018	CAT Meeting
January 22, 2018	Review CIP
April 19, 2018	CAT Meeting
April 23, 2018	Review CIP
May 11, 2018	Review and Assess Implementation of CIP