

**Katy Independent School District**  
**Fielder Elementary**  
**2024-2025 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

Revised/Approved: June 6, 2024

## Demographics

### Demographics Summary

Edna Mae Fielder Elementary is a thirty year old campus in Katy Independent School District which services students in grades PreK through 5th grade. The campus experienced a complete renovation during the 2018-2019 school year. Our campus houses programs for emergent bilingual, ASIP, ECAP, and YCAP.

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

Demographic information was obtained from Fielder's building demographic dashboard. The student demographics for Fielder are 38.11% White, 38.96% Hispanic, 12.74% Asian, 6.26% Black/African American, 3.82% 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 37.26%. The Emergent Bilingual population is 22.5% with our Special Education population at 21.87%

Fielder Elementary's Attendance Rate is 95.92%, 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 (the last published accountability report) 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. In the preliminary data released for the 2024 testing year, Fielder has seen a slight decrease in the 5th grade science passing rate.

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):** 2023 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):** 2023 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.

In 2024, students in grades 3-5 will experience the Technology 1:1 initiative. With a Chromebook for every child in these grade levels, we will be looking at better ways to incorporate technology into our already strong curriculum.

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):** The technology 1:1 initiative will place a Chromebook in the hands of each child. We will need to find new ways to utilize the technology to engage our students in 21st Century Skills. **Root Cause:** The bond passed allowing Chromebooks for each student. We will need to set expectations for proper use of the device in the classroom and monitor for best practices.

**Problem Statement 2 (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:** 2023 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:** 2023 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:** The technology 1:1 initiative will place a Chromebook in the hands of each child. We will need to find new ways to utilize the technology to engage our students in 21st Century Skills.

**Root Cause 3:** The bond passed allowing Chromebooks for each student. We will need to set expectations for proper use of the device in the classroom and monitor for best practices.

**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

**Problem Statement 5:** 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 5:** 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 5 Areas:** School Processes & Programs

# 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:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** All instructional staff will successfully implement the new FE lesson planning template at least 7 weeks out of each 9 week grading period.

**Evaluation Data Sources:** Planning sheets, Small Group documentation, MTSS meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish roles and responsibilities for planning tasks that will rotate among teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize planning time efficiently and effectively while enhancing leadership capacity and knowledge of instructional strategies/curriculum of all teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coordinator, and Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and administrators will collectively create a planning template that will ensure all essential components of planning are included to ensure lessons and instruction continue to meet requirements that allow for high student achievement as the role of instructional coach shifts.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued high student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, and Grade-level Curriculum Leaders.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will plan for differentiated small groups weekly that will address students below, at, and above grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in approaches, meets, and masters category.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, Team Leads.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Differentiated PD for teachers to fill gaps in understanding how to support learners with different needs, including working with EB students, SpEd, GT, ESL, and At Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instruction and student achievement for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Strategic Design Goal 2: 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 Reading will increase to 71% by July 2025.


**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>	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>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

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.


**Performance Objective 3:** HB3 - The percent of Fielder Elementary students who achieve Meets and above in Math will increase to 61% by July 2025.

**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>	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> 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>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

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** 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;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Performance Objective 1:** Fielder Elementary will continue to utilize our 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;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.


**Goal 4:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.


**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>	<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 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>Funding Sources:</b> House System Support Items - 199 - General Fund PTA Donation - \$5,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




**Goal 4:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.


**Performance Objective 2:** Feilder Elementary staff will create at least 4 opportunities throughout the year to meet with all stakeholders, including students, parents and community members to build collaborate relationships.

**Evaluation Data Sources:** Calendar, photos, surveys, agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Will provide small event opportunities for staff and parents to come together to enhance understanding and relationships between stakeholders. (Coffee with Principal, Tears and Cheers, PTA Board Meetings)</p> <p><b>Strategy's Expected Result/Impact:</b> Build relationships with all stakeholders that will ensure all families feel connected to the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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> Will provide large, campus-wide events to provide opportunities for the students, staff, parents, and community to come together and celebrate FE, such as Popsicles with the Principal, Community House Yard Party, Art Night, STEAM Night and Winter around the World.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced community relations that will enable students, staff, and parents to feel connected to the school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for parents/guardians of students of our diverse student groups, including Emergent Bilingual and Pre-K, to participate in their students' education and feel welcome at FE. (EB Parent Info Sessions, and PK Night.)</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced community relations that will enable all students, staff, and parents to feel connected to the school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Bilingual Team, ESL Team, PK Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	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.
1	2	2	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.
1	3	1	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.
1	3	2	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.

# 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	2	2	Instructional Materials and Professional Development		\$1,500.00
1	3	2	Instructional Materials and Professional Development		\$1,500.00
4	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
4	1	2	House System Support Items		\$5,500.00
<b>Sub-Total</b>					<b>\$5,500.00</b>

# Addendums

