# 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.

## **Table of Contents**

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	14
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.	21
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.	22
Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	23
Targeted Support Strategies	27
State Compensatory	28
Budget for Fielder Elementary	28
Personnel for Fielder Elementary	28
Campus Funding Summary	29
Addendums	30

## **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.

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 ST	AAR 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 Fielder Elementary

Carpon Fielder Fielder Elementary

Generated by Plan4Learning.com

6 of 30

October 9, 2024 9:22 AM

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 ongoing support. An informal Mentor is provided to all staff new to the campus. Teachers new to the professional 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:! 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 vistors. 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 sucessfully 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		Rev	iews	
Strategy 1: Establish roles and responsibilities for planning tasks that will rotate among teachers.		Formative		
<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.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal, APs, Instructional Coordinator, and Instructional Coach				
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			•
Strategy 2: Teachers and administrators will collectively create a planning template that will ensure all essential		Formative		Summative
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.	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Continued high student achievement.				
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, and Grade-level Curriculum Leaders.				
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		Rev	views	
Strategy 3: Teachers will plan for differentiated small groups weekly that will address students below, at, and above grade		Formative		Summative
level expectations.  Strategy's Expected Result/Impact: All students will show growth in approches, meets, and masters category.  Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, Team Leads.  ESF Levers: Lever 5: Effective Instruction	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
rategy 4: Differentiated PD for teachers to fill gaps in understanding how to support leaners with different needs,		Formative		Summative
including working with EB students, SpEd, GT, ESL, and At Risk.  Strategy's Expected Result/Impact: Enhanced instruction and student achievement for all student groups.  Staff Responsible for Monitoring: Principal, APs, Instructional Coach  TEA Priorities:  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - ESF Levers:  Lever 5: Effective Instruction	Oct Jan Apr		June	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers:	<b>X</b> Discor	tinue		

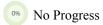
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**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		Rev	iews	
Strategy 1: Fielder Elementary teachers will meet in data collaboratives after each CBA/Interim to analyze student learning		Formative		Summative
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	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.				
Staff Responsible for Monitoring: Principal/Assistant Principal				
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy				
Strategy 2 Details	Reviews			
Strategy 2: Fielder Elementary will provide ongoing professional development in the area of the district ELAR framework		Formative	Summative	
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.	Oct	Jan	Apr	June
<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.				
Staff Responsible for Monitoring: Reading/ELA Instructional Coach				
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Materials and Professional Development - 199 - General Fund - \$1,500				









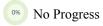
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

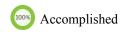
Performance Objective 3: HB3 - The percent of Fielder Elementary students who achieve Meets and above in Math will increase to 61% by July 2025.

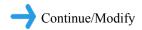
## **HB3** Goal

Evaluation Data Sources: CBA, DLA, STAAR Math Data

Strategy 1 Details		Rev	iews	
Strategy 1: Fielder Elementary teachers will meet in data collaboratives after each CBA/Interim to analyze student learning		Formative		Summative
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.  Strategy's Expected Result/Impact: Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.  Staff Responsible for Monitoring: Principal/Assistant Principal	Oct	Jan	Apr	June
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy				
Strategy 2 Details			iews	Summative
<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.  Strategy's Expected Result/Impact: Student performance on the local and state assessments will increase in the accountability measures of Meets and Masters.  Staff Responsible for Monitoring: Instructional Coach  TEA Priorities:  Build a foundation of reading and math  - ESF Levers:  Lever 5: Effective Instruction  - Targeted Support Strategy  Funding Sources: Instructional Materials and Professional Development - 199 - General Fund - \$1,500	Oct	Jan	Apr	June









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		Rev	views	
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to		Formative	Summative	
ensure alignment and integration between health and education across the school setting.  Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills	Oct	Jan	Apr	June
to promote healthy lifestyles.				
Staff Responsible for Monitoring: Administrators  Physical Education Teachers				
Physical Education Teachers				
Strategy 2 Details		Rev	views	•
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per		Formative	Summative	
x, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.	Oct	Jan	Apr	June
<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.				
Staff Responsible for Monitoring: Administrators Physical Education Teachers				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

**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		Revi	iews	
Strategy 1: Fielder administration will create a student attendance program, with monthly parent communications, to ensure	Formative So			Summative
student attendance increases from the previous year.	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Fielder will see an overall student attendance gain of 0.5%  Staff Responsible for Monitoring: Assistant Principals				
No Progress Continue/Modify	X Discon	tinue		

<b>Goal 3:</b> Strategic Design Goal 8: Katy ISD will engage its entire comm he strengths, resources, and talents of all stakeholders.	unity to develop and implement inten	tional strategic relationships which	ch capitalize on
ielder Elementary	22 of 20		Campus #114

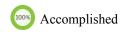
Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

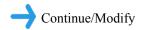
**Performance Objective 1:** Fielder Falcons will demonstrate behaviors and attitudes which contribute to an engaging, positive, and caring learning environment.

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

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









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 Elemntary 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

Oct	Formative Jan		Summative	
Oct	Jan			
		Apr	June	
	Rev	iews		
Formative			Summative	
Oct	Jan	Apr	June	
	Rev	iews		
	Formative		Summative	
Oct	Jan	Apr	June	
		Formative Oct Jan  Rev Formative	Oct Jan Apr  Reviews  Formative	









# **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** 

## **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**

	199 - General Fund											
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	PBIS Rewards Software		\$2,500.00								
				Sub-Total	\$5,500.00							
			199 - General Fund PTA Donation									
Goal	Objective	Strategy	Resources Needed	Account Code	Amount							
4	1	2	House System Support Items		\$5,500.00							
			•	Sub-Total	\$5,500.00							

# **Addendums**



The Percent of

Fielder

Elementary 3rd Grade students who achieve Meets and above

in Reading will increase from 71%

73% by July 2029.

			2024	2025	2026	2027	2028	2029
als	3rd Grade	Actual	71%					
: Goal	Reading	State Rate	46%					
Fielder:	Meets or Above	Met State Rate	Yes					
Fie	Above	Internal Goal	-	71%	72%	72%	73%	73%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
: <b>%</b>		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
elde	3rd Grade Reading	2024 Actual	6	33%	55	64%	47	85%	0		25	68%	0		3	100%	26	46%	56	54%	54	63%
ΞĽ	Meets or Above	2025 Target										78%						56%				

The Percent of

Fielder

Elementary 3rd Grade students who achieve Meets and above

in Math will increase from 61%

63% by July 2029.

			2024	2025	2026	2027	2028	2029
Goals	3rd Grade	Actual	61%					
9	Math	State Rate	40%					
Fielder:	Meets or	Met State Rate	Yes					
Fie	Above	Internal Goal	-	61%	62%	62%	63%	63%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
:: ន		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
rget	3rd Grade Math	2024 Actual	6	50%	55	53%	47	66%	0		26	69%	0		3	67%	26	42%	56	39%	54	57%
E P	Meets or Above	2025 Target										79%								49%		