

Houston Independent School District
152 Field Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Field Elementary School is part of the Houston Independent School District. We are a school-wide Title I campus. The school's latest PEIMS data shows membership of 431 students in grades Pre-K - 5th. Our student population consists of 75% Hispanic, 3% African-American, 17% White and 5% Asian/other. Within our population approximately, 66.36% of our students are economically disadvantaged, 13% are coded as Gifted and Talented, and 13% of our students are limited in English proficiency. Two hundred nineteen students (51%) are transfers to school. Forty-eight or 11% of our students participate in our Special Education Program, which includes PALS, SLL, Resource, Inclusion, and Speech Therapy. About 35% of our students remained virtual throughout the 2020-2021 school year. During the 2020-2021 school year our attendance rate was 94.37%.

Demographics Strengths

Field Elementary has gone through a shift in student demographics over the past several years. The number of English Language Learners continues to decrease. Our school has not had a bilingual program in the past three years, and the number of students requiring ESL classes also continues to decrease with only fifty-six student requiring ESL classes. Another area of significant change has been our economically disadvantaged membership. Over a 3 year period the percentage of economically disadvantaged students has decreased from 86.8% (2017) to 66.36% (2020).

Although our campus continues to see major shifts in the demographics of our students. We continue to make significant progress in the academics of our students. With a teaching staff that has little to no turnover from year to year, Field is able to maintain certified, highly-effective teachers to meet the needs of our student body.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our students are showing social/emotional needs that must be attended to before optimum learning can take place.. **Root Cause:** Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Student Learning

Student Learning Summary

Based on the Spring 2021 Reading STAAR data, we found that the percentage of 3rd – 5th graders on STAAR Reading meeting the Approaches Level was 86%, with the Meets Level at 56% and Mastery at 33%. The STAAR Math students in grades 3 - 5 at the Approaches Level were 77%, with 54% at the Meets Level and 31% at the Master's. STAAR Writing shows 71% of our students at the Approaches Grade Level, with the Meets Level at 41%, and 18% at the Masters Level. The STAAR Science scores at the Approaches Level Standard was 71% for 2021, students at the Meets Level was 35%, students reaching Masters Level was 13%. To assist in analyzing student learning and progress we compared the 2021 STAAR data to the latest STAAR data pre-Covid (Spring 2019). Spring 2019 Reading STAAR Data for grades 3 – 5 showed 94% of the students at Approaches and 46% at the Masters Level. Our campus 2019 STAAR Math data for grades 3 -5 at the Approaches Level was 96% with 46% at Masters Level. STAAR Writing showed 83% of ours students were at the approaches level, the percentage at the Masters Level at 19%. The 2019 STAAR Science scores at found 90% at the Approaches Level with our Masters Level at 33%.

Student Learning Strengths

Although our campus STAAR scores for Spring 2021 differ greatly from our pre-Covid STAAR scores, the campus continues to meet or exceed the district and/or state scores. Although there have been a great many challenges during the past year of school with virtual learning during the pandemic, our campus has still been able to maintain a significant amount of students at the Approaches and Masters levels of STAAR. We feel with implementing Accelerated Learning Plans, Interventions for students, and rigorous Tier 1 instruction we will close the learning gaps created in student achievement due to the Covid pandemic.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Our achievement on all levels of the Spring 2021 STAAR decreased when compared to the 2019 (pre-Covid) STAAR results. There is a direct correlation between student face-to-face attendance and student learning as evidenced in STAAR achievement data and Ren 360. **Root Cause:** Learning gaps were intensified during the pandemic when schools were closed in early 2020 and many students not returning face-to-face in the 2020-2021 school year.

School Processes & Programs

School Processes & Programs Summary

Field addresses student academic achievement in a unique way. Student data is collected, analyzed, and continuously tracked to drive classroom instruction. The school works in real-time, providing flexible instructional groups and schedules to accommodate each student's academic growth. Intervention groups are continuously monitored and modified based on individual student needs. The school's master schedule remains flexible, allowing for adjustments to be made efficiently and timely to maximize instructional time. This master schedule has intervention and classroom supports embedded within the school day. Intervention and support systems are provided to all academic levels, from the lowest performing student groups to the high-performing student population in order to maximize student growth and achievement. Field Elementary has an ESL program for our English Language Learners, a Gifted & Talented pull-out program, and Resource classes, inclusion Ell and Pals to meet the need of our identified students.

Field also prioritizes the emotional and social development of its students. As they enter the building, students are greeted each morning with smiles, kind words, handshakes or hugs by administrators and staff. The school employs a part-time counselor to meet the social and emotional needs of students. Teachers create safe and welcoming learning environments and develop strong relationships with students and parents, acknowledging any difficulties they may face at home. Teachers prioritize learning each student's personality, strengths and weaknesses, interests, learning styles, and peer relationships. Every child is aware that their teacher truly cares about them beyond their academic success.

The school leadership values and supports teachers and this is evident in the school's excellent teacher retention. In the past thirteen years, only two teachers have left to teach at another district school. The administration implements a policy of listening to the concerns or suggestions of the faculty and allows teachers latitude to address the needs of their own classrooms. Teachers are encouraged to demonstrate their knowledge, experience, and creativity without micro-management. The school provides teachers the liberty to modify the district's scope and sequence within the TEKS-aligned curriculum. The school administration ensures that teachers have the proper tools and materials, equipment and technological needs for instruction. It is the motto of the school administrator, "If you love to teach, Field is the school for you!"

School Processes & Programs Strengths

Addressing the needs of all students allows Field Elementary to maintain high levels of academic achievement year after year, meeting TEA standards in Student Achievement, Closing Performance Gaps, and Post-Secondary Readiness. Effective instructional methods and targeted interventions leads to students' academic achievement. These strategies are monitored using several data points throughout the year. The school monitors student achievement using progress monitoring, beginning-middle-end of the year assessments, the district's universal screener, diagnostic computer programs for reading and math, as well as district and state assessments. Individual data binders and classroom data walls allow the results to be visible for students, teachers, and administrators. Students are expected to be invested in their own learning and goals. The Response to Intervention (RTI) and the Intervention Assistance Team (IAT) meet to develop a plan for students not meeting expectations. This team consisting of an administrator, the teacher, diagnosticians, and the parent, meets to develop a plan to ensure academic success for the student. The team collaborates to provide teachers with additional interventions or strategies to assist individual students. These interventions may include utilizing different instructional approaches, providing the student opportunities to meet with the school counselor, developing a behavior support plan, or adjusting a child's schedule. The idea of the RTI/IAT process is to support individual student needs in order to improve academic performance.

Teachers of English Language Learners (ELL) have Sheltered Instruction and English as a Second Language (ESL) endorsements. A campus trained teacher provided professional development to all teachers in effective Sheltered Instruction strategies. Sheltered instruction is an approach to teaching ELLs which integrates language and content instruction. This approach combines second language acquisition strategies with content area instruction. The school employs an interventionist that is ESL certified by the National Board of Certification. The National Board Certification is designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools. In addition, the English Language Proficiency Standards (ELPS) are utilized by teachers to identify proficiency levels and student expectations for ELL students. Students receive allowable, recommended accommodations according to their language needs and proficiency levels in the classroom and on assessments, including extended time, visual content aids, and dictionaries. The effectiveness of these instructional strategies is evident in the school's Texas English Language Proficiency Assessment System (TELPAS) scores, as the school's

scores surpassed the district's scores last year.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Processes and programs need to be evaluated and modified to meets the social, emotional and academic needs of all students to achieve academic success. They need to be adjusted to students requirements and restrictions of the pandemic. **Root Cause:** Due to requirements and restrictions of the pandemic resources have not been fully utilized to address campus culture and to meet the diverse social and emotional needs of all students.

Perceptions

Perceptions Summary

At Field Elementary, all stakeholders are valued and respected. The school environment encourages students to take ownership of their learning and behavior. Teachers guide and support students by allowing them to share in decision-making and direct their own academic progress. When necessary, the Intervention Assistance Team (IAT) process is put into place to address the needs of students having academic difficulties. Advanced students are encouraged to challenge themselves through a choice of project-based assignments. The hard work of all students is celebrated and displayed in the school hallways and bulletin boards.

Teachers, staff and administrators strive to maintain a positive environment to support the social and emotional development of students in order to facilitate their academic progress. The school wide discipline plan provides a structure of “positive steps” for students to manage behavior when necessary. We believe that Field has minimal disciplinary issues due to its positive school climate.

The school has an active and engaged non-profit Parent Teacher Organization (PTO) that has worked to enrich student learning and provide campus upgrades. The PTO regularly fulfills teacher requests for classroom materials and provides volunteers to support classroom activities, arts and library programs, and field trips. The PTO has sponsored food and coat drives for families in need and organized campus beautification projects. Grant awards received by the PTO have enhanced art and after-school programs and created partnerships with HITS Theatre, Iconoclast Arts and Open Dance Project. The organization raised over \$80,000 to implement a soccer field and walking trail to encourage active play and fitness. The PTO website provides information about school and community events. Parent volunteers have organized school tours for potential families, involving current students as “ambassadors” for the school. The organization has assisted in representing Field Elementary to the surrounding community, promoting the Early Childhood Program registration days, organizing summer playdates for incoming families, as well as attending local neighborhood association meetings and other community events. The PTO has been a catalyst in connecting the school with the community.

Perceptions Strengths

Field also prioritizes the emotional and social development of its students along with their academic success. Teachers create safe and welcoming learning environments and develop strong relationships with students and parents, acknowledging any difficulties they may face at home. Teachers prioritize learning each student’s personality, strengths and weaknesses, interests, learning styles, and peer relationships. Every child is aware that their teacher truly cares about them beyond their academic success.

Field teachers rightfully boast about the superior quality of teaching that they provide all students. Grade-level curriculum teams develop lessons based on dialogue and creativity. Moreover, teachers cultivate a love for reading. The school curriculum is successful in part through its daily focus on literacy. Teachers integrate novel studies and guided reading in a variety of genres accessible through the school and classroom libraries. Lessons often are multi-disciplinary, and students might find their science lessons integrated into language arts.

Field Elementary takes great pride in its efforts to engage families and the community to ensure student success. The school attributes its culture of inclusion and its strong sense of community as leading factors in the increased level of student achievement. Field faculty and staff work hard to maintain healthy communication between school and home. The school uses a variety of communication sources, i.e. School Messenger, Classroom Dojo, website updates and notes home. Parent and community engagement has been a fundamental component to student success. The school aspires to create meaningful relationships with families and the broader community. Each school year begins with a “Teacher Meet and Greet” prior to the start of school to set the stage for open communication between teachers and parents. To are encouraged and engage in individualized additional parent conferences as needed throughout the year. This ongoing communication is crucial in supporting student success.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Although our PTO is supportive and active in the school, parent involvement and community partnerships are not as strong as they were pre-Covid. **Root Cause:** There have been limited opportunities for parents / community members to participate given the restrictions for face-to-face involvement due to pandemic restrictions.

Priority Problems of Practice

Problem of Practice 1: Our students are showing social/emotional needs that must be attended to before optimum learning can take place..

Root Cause 1: Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Our achievement on all levels of the Spring 2021 STAAR decreased when compared to the 2019 (pre-Covid) STAAR results. There is a direct correlation between student face-to-face attendance and student learning as evidenced in STAAR achievement data and Ren 360.

Root Cause 2: Learning gaps were intensified during the pandemic when schools were closed in early 2020 and many students not returning face-to-face in the 2020-2021 school year.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Processes and programs need to be evaluated and modified to meets the social, emotional and academic needs of all students to achieve academic success. They need to be adjusted to students requirements and restrictions of the pandemic.

Root Cause 3: Due to requirements and restrictions of the pandemic resources have not been fully utilized to address campus culture and to meet the diverse social and emotional needs of all students.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Although our PTO is supportive and active in the school, parent involvement and community partnerships are not as strong as they were pre-Covid.

Root Cause 4: There have been limited opportunities for parents / community members to participate given the restrictions for face-to-face involvement due to pandemic restrictions.

Problem of Practice 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Campus leadership data

Parent/Community Data

- Parent engagement rate

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The percentage of students at the Masters Level for the 2021 -2022 Reading STAAR in grades 3 - 5 will increase from 33% to 43%


Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: Student Assessment Reading results will increase by 10% at all performance levels on MOY campus assessments compared to the BOY assessment data, with an additional 10% increase from the MOY assessment data compared to the pre-STAAR (April 2022) assessments.

Evaluation Data Sources: District Assessments

Campus Benchmarks

Ren 360


Strategy 1 Details	Reviews			
Strategy 1: Implement Guided Reading small groups daily using leveled readers with fidelity. Strategy's Expected Result/Impact: Continuity in instructional strategies and student expectations will result in an increase at all performance levels on STAAR as compared to the BOY baseline assessments Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers Action Steps: (1) Provide and implement PD focused on small group instruction and best practices. (2) Monitor strategies being used in the classroom and evidence of best practices. (3) Review BRR, REN360, and formative assessments for data and trends of student progress monthly. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Lesson plans will include instructional strategies to target interventions for Tier I students to meet the Masters Level. Strategy's Expected Result/Impact: The percentage of students reaching Masters Level on the Campus MOY Reading in grades 3 - 5 will be at 25% and increase to 40% at the Campus Pre-STAAR Assessment in the Spring. Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers Action Steps: (1) PLCs will provide time monthly for teachers to collaborate in vertical alignment/content teams for planning using best practices. (2) Data talks will be conducted monthly at PLC's to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies. (3) Campus leadership will monitor instructional strategies using walk-throughs, data reports from Ren360; BBRs; Imagine Learning, and lesson plans. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: The number of students at Tier 2 & Tier 3 on the Universal screen will decrease by 10% at each of the benchmark periods progress monitoring, MOY and EOY.

Evaluation Data Sources: Universal REN Screener






HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: All 1st grade teachers and new kindergarten and Special Education teachers will plan and implement effective small group lessons in literacy. Strategy's Expected Result/Impact: Implementing professional development grounded in the science of teaching reading will target students' oral language development, alphabet knowledge, decoding, fluency, and comprehension in the primary grades. Staff Responsible for Monitoring: Campus Admin Team, Classroom Teachers Action Steps: (1) In accordance with HB3 all 1st grade teachers, new Kindergarten and Special Education teachers will complete the Texas Reading Academy training by the end of the 2021-2022 school year. (2) Teachers will implement evidence based strategies from the Texas Reading Academy training. (3) Teachers will use assessment to analyze and monitor student data to make informed instructional decisions. (4) Classroom instruction, small group instruction, and interventions will utilize the components of Oral Language, Phonological Awareness, Alphabet Knowledge, Print Concepts, Handwriting, Decoding, Encoding, Word Study, Reading Fluency, Reading Comprehension, Composition, Tiered Supports and Reading Difficulties.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pull-out/push-in, Imagine Language and Literacy, home resources/support, parent communication Strategy's Expected Result/Impact: All students will receive timely and effective literacy intervention. Staff Responsible for Monitoring: Campus Admin Team, Reading Intervention Teachers, Classroom Teachers Action Steps: (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as at least 6 months below grade level will receive pull-out support from campus reading interventionist or strategic support via Imagine Learning. (3) Students identified will be monitored for growth.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions. Strategy's Expected Result/Impact: All students will progress at least two levels on running records at each benchmark period - BOY, MOY, and EOY Staff Responsible for Monitoring: Campus Admin Team, Reading Intervention Teachers, Classroom Teachers Action Steps: (1) All teachers will meet with campus reading interventionist monthly in PLC's to discuss student progress, effective reading strategies, and use of reading materials to support literacy groups and Guided Reading practices. (2) Teachers will track student progress and evaluate student growth at each of the benchmark periods. (3) Teachers will use student progress data to revise instructional strategies and/or group to meet student needs.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The number students at Tier III & II according to the BOY REN assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
Strategy 1: Focus on independent reading and comprehension skills with Tier II & III students with an interventionist at least 45 minutes weekly Strategy's Expected Result/Impact: Student's independent reading level and comprehension skills will increase having a positive impact on the number of students on Tier II & Tier III levels according to the districts Universal Screener Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers Action Steps: (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Marie Carbo for a minimum of 45 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Learning and Literacy for a minimum of 45 minutes each week. (5) Monitor student progress using BBR, REN 360, formative assessments, Imagine Literacy. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.


Goal 1: The percentage of students at the Masters Level for the 2021 -2022 Math STAAR in grades 3 - 5 will increase from 31% to 40%





Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Student Assessment Math results will increase by 10% at all performance levels on MOY campus assessments compared to the BOY assessment data, with an additional 10% increase from the MOY assessment data compared to the pre-STAAR (April 2022) assessments.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in planned vertical alignment sessions to foster essential understandings of what students need to know and be able to do by the end of each grade level and align instructional strategies across grade levels to meet those needs.</p> <p>Strategy's Expected Result/Impact: Continuity in instructional strategies and student expectations will result in an increase at all performance levels on STAAR as compared to the BOY baseline assessments</p> <p>Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers</p> <p>Action Steps: (1) PLCs will provide time monthly for teachers to collaborate in vertical alignment/content teams for planning using best practices. (2) Data talks will be conducted monthly at PLC's to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies. (3) Campus leadership will monitor instructional strategies using walk-throughs, data reports using Imagine Math, and lesson plans.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze unit/ objective assessment to drive and provide small group instruction to Tier II & III students two times per week. Strategy's Expected Result/Impact: The number of students at Tier III & II according to the BOY REN assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment. Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers Action Steps: (1) Provide and Implement PD focused on small group math instruction and best practices. (2) Monitor strategies being used in the classroom and/or intervention classes for evidence of best practices. (3) Develop and implement a intervention plan using a flexible ancillary schedule for interventions to be delivered by a the math content teacher. (4) Review REN360, Imagine Math Data and formative assessments for data and trends of student progress monthly. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				






 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: 100% of Tier II & III students will receive timely and effective math intervention.

Evaluation Data Sources: Universal REN Screener






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify and track student performance by TEK and SE in order to provide targeted small group lessons, workstation activities and pull-out interventions. Strategy's Expected Result/Impact: Student Progress on the Universal screen will show tier growth at each of the benchmark periods - EOY, MOY and EOY. Staff Responsible for Monitoring: Campus Admin Team, Math Interventionist, Classroom Teachers Action Steps: (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as consistently not mastering math learning targets will receive pull-out support from campus math interventionist or strategic support via Imagine Math. (3) Students identified will be monitored for growth.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement research-based effective and systematic instructional practices in mathematics grades K-3 that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency. Strategy's Expected Result/Impact: 100% of teachers in grades K-3 will incorporate problem solving, number sense and fluency into their daily math instructional practices. Staff Responsible for Monitoring: Campus Administration ; Math Interventionist; Classroom Teachers Action Steps: (1) All teachers in grades K-5 will receive ongoing math training. (2) Teachers will discuss and implement evidence based strategies from the trainings they attend during the school year.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The number of students at Tier III & II according to the BOY REN Math assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize the Tier II & III data from Ren 360, previous STAAR data and/or other student data to identify students and implement an intervention plan to assist students performing below grade level. Strategy's Expected Result/Impact: The number of students mastering grade level TEKS in math will increase having a positive impact on the number of students on Tier II & III levels according to the district's Universal Screener Staff Responsible for Monitoring: Campus Principal, Appraisers, and classroom teachers Action Steps: (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Math Intervention groups based on math standards and skills. (3) Provide minimum of 45 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Math for a minimum of 45 minutes each week. (5) Monitor student progress using REN 360, formative assessments, Imagine Math. Title I Schoolwide Elements: 2.4, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: By the end of the 2021-2022 school year 95% of 5th grade students will be at the Approaches Level on the STAAR reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: The MOY results for Reading and Math will indicate 75% of 5th graders at the Approaches Level and 95% at the Approaches Level on the STAAR Reading and Math.

Evaluation Data Sources: District Assessment
Campus Assessments
Ren BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Language and Literacy for identified Tier II and III Reading students. Strategy's Expected Result/Impact: By the end of the 2021 - 2022 school year, 85% of all students will read at or above grade level as measured by DRA/Fountas and Pinnell (including SPED students). Staff Responsible for Monitoring: Campus Administrators Reading Interventionists IAT Chairperson Classroom Teachers Action Steps: (1) Develop Reading Intervention groups based BOY data results (2) Provide minimum of 45 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Learning for a minimum of 45 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Math. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: The number of students at Tier III & II according to the BOY Math REN assessment will decrease by 25% when compared to the MOY Math REN assessment and 75% when compared to the EOY Math REN Assessment at all grade levels.

Evaluation Data Sources: District Assessment
Campus Assessments
Ren BOY, MOY, EOY
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Math for identified Tier II and III Math students. Strategy's Expected Result/Impact: The number of students K-5 mastering grade level Math TEKS will increase, decreasing the number of students in Tier II & III as indicated on the REN 360 Math Assessment. Staff Responsible for Monitoring: Campus Administrators Math Interventionists IAT Chairperson Classroom Teachers Action Steps: (1) Develop Math Intervention groups based BOY data results (2) Provide minimum of 45 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Math for a minimum of 45 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Math. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: The number of students at Tier III & II according to the BOY Reading REN assessment will decrease by 25% when compared to the MOY Reading REN assessment and 75% when compared to the EOY Reading REN Assessment at all grade levels.

Evaluation Data Sources: District Assessment
Campus Assessments
Ren BOY, MOY, EOY
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Literacy for identified Tier II and III Reading students. Strategy's Expected Result/Impact: The number of students K-5 mastering grade level ELA TEKS will increase, decreasing the number of students in Tier II & III as indicated on the REN 360 Reading Assessment. Staff Responsible for Monitoring: Campus Administrators Reading Interventionists IAT Chairperson Classroom Teachers Action Steps: (1) Develop Reading Intervention groups based recent data results (2) Provide minimum of 45 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Literacy for a minimum of 45 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Literacy. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: During the 2021-2022 school year the percentage of identified special education students at the Meets Level on the 3-5 Reading STAAR will increase from 36% to 45%

Strategic Priorities: Expanding Educational Opportunities


Measurable Objective 1: Campus data for identified Special Education students will show 30% of identified Special Education students in grades 3 - 5 at the Meets level on the MOY Campus Reading Assessment and 45% on the April Pre-STAAR Reading Assessment.


Evaluation Data Sources: District Assessments
Campus Formative Assessments
Ren 360


Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a targeted tutorial plan for identified special education students that are not at grade level for reading standards according to objective assessments, snapshot, benchmark data and other campus assessments. Strategy's Expected Result/Impact: The increase of identified SE students in grades 3 -5 at the Meets level on the MOY & April Pre-STAAR campus assessments will increase when compared to the BOY. Staff Responsible for Monitoring: Campus Principal Appraisers SpEd Administrator SpEd Lead Teacher Classroom teachers Action Steps: (1) Analyze BOY data (2) Form Flexible tutorial groups based on individual student needs (3) Develop and implement a targeted instructional plan to assist students on struggling Reading standards (4) Monitor data monthly to evaluate student progress according to objective assessments, snapshots and benchmark data. Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Measurable Objective 2: The number of identified SE students at Tier II & Tier III according to the BOY REN 360 Reading assessment will decrease by 25% when compared to the MOY REN 360 Reading assessment and 75% when compared to the EOY REN Reading assessment.


Evaluation Data Sources: REN 360 Reading Assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the TIER II & III data from REN 360 to identify SE students and implement an intervention plan to assist students with meeting grade level reading standards. Strategy's Expected Result/Impact: The number of students meeting reading standard will increase having a positive impact on the number of students at Tier II & Tier III levels on the Reading Ren 360 screener. Staff Responsible for Monitoring: Campus Principal Appraisers SpEd Administrator SpEd Lead Teacher Classroom teachers Action Steps: (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Marie Carbo for a minimum of 45 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Learning and Literacy for a minimum of 45 minutes each week. (5) Monitor student progress using BBR, REN 360, formative assessments, Imagine Literacy. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress






 Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 3: 100% of SE Identified Tier II & III students according to the REN 360 READING Assessment will receive timely & effective weekly interventions with fidelity.

Evaluation Data Sources: Ren 360 Universal Screener

Strategy 1 Details	Reviews			
Strategy 1: Identify and track student performance by TEK in order to provide targeted small group, workstation activities, and pull-out interventions. Strategy's Expected Result/Impact: Student progress on Ren 360 Reading will show student growth at each of the benchmark progress monitoring, MOY & EOY periods. Staff Responsible for Monitoring: Campus Principal Appraisers SpEd Administrator SpEd Lead Teacher Classroom teachers Action Steps: (1) Identified SE students at Tier II & III (2) Identify TEKKS needing to be targeted in small group, by the Reading interventionist or strategic support via Imagine Literacy. (3) Monitor student growth monthly according to the progress monitoring in REN 360 Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE During the 2021 - 20212 school year, the school attendance rate will increase from 94.37% to 98% by the EOY ADA Data Report.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Average Daily attendance rates will be at or above 98%

Evaluation Data Sources: ADA Attendance Reports

Strategy 1 Details		Reviews			
Strategy 1: A Campus Attendance Committee will work with families with chronic absences. Strategy's Expected Result/Impact: The percentage of students identified as having with chronic absences of more than 1 absence per week will decrease. Staff Responsible for Monitoring: Campus Principal SIRS/ Attendance Clerk Campus Attendance Committee Action Steps: (1) Campus policies will be developed to communicate efficiently with parents about attendance issues. (2) Attendance reminder letters and transfer student non-renewal warning letters will be utilized. (3) Face-to-face and/or phone communication will be addressed with parents of students missing 3 consecutive days or a total of 5 days or transfer students with 3 unexcused absences. Title I Schoolwide Elements: 2.5		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE During the 2021 - 2022 school year the campus will have zero (0) ISS or OSS incidents.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The number of office referrals concerning bullying issues relating to race or sex will be zero.

Evaluation Data Sources: Research & Accountability EOY Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Social Emotional strategies will be provided during morning activities and weekly ART classes. Strategy's Expected Result/Impact: Office referrals concerning bullying issues will be zero. Staff Responsible for Monitoring: Principal Campus Wraparound Specialist Discipline Committee Action Steps: (1) Provide SEL, and relevant PD to campus faculty and staff (2) Incorporate SEL Practices to the classroom daily (3) Implement individual or groups sessions for students with social/emotional/ behavioral concerns Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION At the end of the 2020-2021 school year 90% of our students responding to an end of year survey will indicate an overall satisfaction with the school's safety environment,

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 90% of the students will report that they are not bullied on a MOY and EOY surveys

Evaluation Data Sources: Campus Student Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement monthly lessons through library ancillary, focused on student empowerment/ bully prevention Strategy's Expected Result/Impact: Incidents of bullying will be eliminated by providing students with skills to take action or know what to do when they are being bullied or witness other students engaged in acts of bullying. Staff Responsible for Monitoring: Librarian Classroom Teachers Principal Safety Committee Action Steps: (1) Monthly library lessons developed focused on bully prevention using literary resources (2) Monitor Library Lesson Plans for anti-bully/SEL activities Title I Schoolwide Elements: 2.5, 3.1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach


Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT A parental survey at the end of the school year will show that at least 80% of our parents indicate overall satisfaction parents agree that the school provides information / materials and opportunities for the parents to engage within the school community.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The school will host at least two parent engagement opportunities each semester.

Evaluation Data Sources: Event Sign-in Sheets
Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The school will work closely with the Parent Teacher Organization (PTO) to increase Teacher/ Parent support to provide information and communication between teachers and home.</p> <p>Strategy's Expected Result/Impact: Communication between home and school will support student academic success by providing parents with information and materials to support student academics.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Wraparound Specialist</p> <p>Action Steps: (1) Campus Leadership will have regular communication with the PTO Board to discuss how the school & PTO can support one another (2) Our Campus Wraparound Specialist will work to communicate between the school and PTO (3) A campus committee for parental involvement will develop and implement a incentive plan for the homeroom with the highest percentage of families in attendance at monthly PTO Meetings (4) The school will acquire a teacher representative to volunteer to attend a PTO monthly meeting</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>				

Strategy 2 Details	Reviews			
Strategy 2: The school will create opportunities to meet and gather parent input concerning school issues and tools needed for student success and learning. Strategy's Expected Result/Impact: Communication between home and school will support student academic success by providing parents with information and materials to support student academics. Staff Responsible for Monitoring: Campus Administration Team Wraparound Specialist Action Steps: (1) Develop a campus committee to organize Parent Involvement activities (2) Survey school community to gather parent input concerning school issues and tools needed for student success and learning (3) Create a calendar for the year with 4 planned Parent Involvement events Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by

S. Waddy-Roberts, RN, BSN, CPN:

Estimated number of students to be screened: 425

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by

S. Waddy-Roberts, RN, BSN, CPN

Estimated number of students to be screened: 300

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by

S. Waddy-Roberts, RN, BSN, CPN

Estimated number of students to be screened: 300

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by

S. Waddy-Roberts, RN, BSN, CPN:

Estimated number of students to be screened: 200

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: S. Waddy-Roberts, RN, BSN, CPN

Number of AEDs on campus: 2

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

State Compensatory

Budget for 152 Field Elementary School

Total SCE Funds: \$49,052.60

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Campus state compensatory funds are used to hourly lecturers in math and reading to provide interventions. Funds are also used to provide resources and materials for these intervention classes/students. Extra duty pay for tutorials are paid using state compensatory funds.

Personnel for 152 Field Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Osegueda, Elena	Teaching Assistant-10M	1
Perez, Nancy Pilar	Tchr, Multi-Grade	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the campus leadership team comprised of the principal, assistant principal and teacher specialist, with collaboration from department leads and teacher input.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: involved in the analysis of needs assessment and the development of the SIP goals, strategies and action steps.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: reviewing and evaluating SIP goals at grade level meetings, SDMC, and faculty meetings. The SIP will be reviewed and/or monitored at specific intervals during the school year by school and/or district leadership members.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: the school website and the school office.

The SIP was made available to parents by: providing a hard copy to parents upon request, communicating the availability of the SIP on the school website and at Title 1 parent meetings.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Teachers will utilize the Tier data from RL 360, previous STAAR data and/or other student data to implement small group instruction based on individualized instruction to meet student needs. In addition, campus teachers will use data to develop annual student goals.
2. Teachers will clearly indicate rigor and differentiation on lesson plans with instructional strategies evident in classroom observations. The school will support needs by providing flexible ancillary scheduling in order for the teacher of record to work with at-risk students in small group. Teachers will collaborate vertically in the math content area to analyze data from objective assessments, common assessments and District Snapshot results to monitor, plan and adjust instruction.
3. Provide high-quality Professional Development for campus teachers. Staff development will emphasize differentiated instruction for teachers in grades PK -5 in all content areas. Teachers across all grade levels will become familiar with student expectations in correlation to the STAAR tests. Staff development through in-house support and training will be provided to reinforce the utilization of student data and rigor to prepare students for these assessments. The Campus Leadership Team will monitor this through lesson plans and classroom observations
4. Teachers will utilize OnTrack, RL360, Istation reports, and objective assessment data to identify priority TEKS for at-risk students in their content area and use this data to provide instruction based on student needs.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Field addresses student academic achievement in a unique way. Student data is collected, analyzed, and continuously tracked to drive classroom instruction. The school works in real-time, providing flexible instructional groups and schedules to accommodate each student's academic growth. Intervention groups are continuously monitored and modified based on individual student needs. The school's master schedule remains flexible, allowing for adjustments to be made efficiently and timely to maximize instructional time. This master schedule has intervention and classroom supports embedded within the school day. Intervention and support systems are provided to all academic levels, from the lowest performing student groups to the high-performing student population in order to maximize student growth and achievement.

Field also prioritizes the emotional and social development of its students. The school will utilize a Wraparound Specialist to assist in meeting the social and emotional needs of students. Teachers create safe and welcoming learning environments and develop strong relationships with students and parents, acknowledging any difficulties they may face at home. Teachers prioritize learning each student's personality, strengths and weaknesses, interests, learning styles, and peer relationships. Every child is aware that their teacher truly cares about them beyond their academic success.

To meet the physical development needs of our population, the school nurse visits classroom to address dental health and nutrition issues. Field's physical education teacher integrates nutrition lessons as well as yoga and mindfulness in her classroom. The PTO has implemented a playscape initiative to improve the playgrounds to encourage active play and fitness.

Field students succeed because they are challenged and engaged in a positive environment provided by committed teachers, staff, parents, and administrators.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas;
- Proficient Tier 1 explicit instruction taking place in all content areas'
- Small Group Instruction based on student data.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Principal
- Assistant Principal
- Teacher Specialist
- Teacher Representative
- SpEd Chair
- LPAC Chair

The PFE was distributed

- On the campus website
- Available in the school office
- Present at the Title 1 Annual meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- The school will create virtual opportunities, such as, Coffee Meetings, Family Nights, etc. to gather parent input concerning school issues and tools needed for student success and learning. The school will create opportunities, such as, Coffee with the Counselor, Family Nights, etc. to gather parent input concerning school issues and tools needed for student success and learning.
- The campus Wraparound Specialist will establish partnerships with various health providers (Dental, Vision, Clinics) to attend campus events providing support for our students and families.
- The school will work closely with the Parent Teacher Organization to increase Teacher/ Parent support to provide information and communication between teachers and home.
- The school will host both a parent/teacher Meet & Greet and Open House in the fall. Parents will have opportunities to meet with teachers to gain knowledge on classroom procedures, expectations, and grade level curriculum. Parents will be notified and informed of individual student assessments. Progress reports and report cards will be sent home each 9 weeks with encouragement for communication regarding these reports. Additional conferences will be scheduled as requested by the classroom teacher or parents.

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below: (all meeting will be conducted virtually for the 2021-2022 school year)

- Meeting #1 - October 13, 2020 8:00 am
- Meeting #1 Alternate - October 13, 2020 5:00 pm
- Meeting #2 - December 8, 2021 8:00 am
- Meeting #2 Alternate - December 8, 2021 5:00 pm
- Meeting #3 - February 9, 2022 8:00 am
- Meeting #3 Alternate - February 9, 2022 5:00 pm
- Meeting #4 - April 13, 2022 8:00 am
- Meeting #4 Alternate - April 13, 2022 5:00 pm