



Field Elementary School (152)  
School Action Plan: 2024-2025  
Houston Independent School District  
Principal: Trevor Karr

## School Action Plan – Needs Assessment

### Needs Related to Student Achievement Data

As a result of the STAAR assessment the 2023-2024 school year, Field Elementary had 49% of students performing at Masters for Reading, 37% of students performing at Masters for Math, and 28% of students performing at Masters for Science.

As a result of the STAAR assessment the 2023-2024 school year, Field Elementary had 38% of students identified in special education performing at Meets for Reading, 32% of students identified in special education performing at Masters for Math, and 8% of students identified in special education performing at Meets for Science.

Based off NWEA Map data for the 2023-2024 school year, K-5 students at Field Elementary are performing at the 74<sup>th</sup> percentile in Math Achievement and 56<sup>th</sup> percentile for Math Growth.

Based off NWEA Map data for the 2023-2024 school year, 2-5 students at Field Elementary are performing at the 78<sup>th</sup> percentile in Reading Achievement and 61<sup>st</sup> percentile for Reading Growth.

Based off NWEA Map data for the 2023-2024 school year, K-5 students at Field Elementary are performing at the 80<sup>th</sup> percentile in Science Achievement and 59<sup>th</sup> percentile for Science Growth.

### Needs Related to Improving the Quality of Instruction

Field Elementary has skilled teachers that regularly prioritize TEK-based instruction, vertical and horizontal alignment, and opportunities for students to collaborate before demonstrating their knowledge on their own. Field teachers focused heavily on the implementation of multiple response strategies and whole group engagement during the 2023-2024 school year. Through campus and district observations, teachers have successfully developed whole-group engagement strategies and are ready to shift focus to pairing higher order thinking questions with “stacking” of multiple response strategies. Teachers at Field will pre-plan questions that promote critical thinking and pose them to students in a way that deepens their understanding through whole-group engagement strategies.

### System Evaluation (philosophy, processes, implementation, capacity)

In order for teachers to successfully implement these instructional goals, the campus must set them up for success. Campus leaders will need to plan opportunities for teachers to receive professional development of effective instructional practices related to whole-group engagement strategies and higher order thinking questioning strategies. Campus leaders will need to design a schedule that allows teachers to regularly plan together and develop their skills in these areas. Campus leaders will need to conduct ongoing observations and provide specific feedback that grows the capacity of all teachers, especially in the areas of the campus goals.



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### **Key Actions**

- 1) Based off feedback from campus appraisers and Independent Review Team visits, Field Elementary will focus on improving the quality of instruction in all grade-levels through effective questioning that promotes higher-order thinking. The instructional practices targeted within PLC will promote the planning and execution of higher-order thinking questioning during direct instruction.
- 2) Field Elementary will increase the level of student engagement in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle.
- 3) Field Elementary will increase the average daily attendance (ADA) rate from 95.9% during the 2023-2024 school year to 96.5% for the 2024-2025 school year. Field Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.
- 4) Field Elementary will improve performance in Reading and Math for Hispanic students in achievement for STAAR during the 2024-2025 school year.



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## Key Action #1: Improve Quality of Instruction through Effective Questioning

### Key Action

Based on feedback from campus appraisers and Independent Review Team visits, Field Elementary will focus on improving the quality of instruction in all grade-levels through effective questioning that promotes higher-order thinking. The instructional practices targeted within PLC will promote the planning and execution of higher-order thinking questioning during direct instruction.

### Indicators of Success

- 1) *75% of spot observations conducted between October 2024 and February 2025 will earn at least 4 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.*
- 2) *Regardless of the number of classrooms visited, the campus will earn a minimum average of at least 4 points in Domain II (Engage & Deliver) in 100% of Independent Review Team visits for the 2024-2025 school year.*

### Specific Actions—School Leaders

- Campus principal will communicate Field's target instructional goals for the 2024-2025 school year and rationale to the entire staff before the end of May in the 2023-2024 school year.
- Campus principal will design a pre-service plan that dedicates significant time to delivering professional development around planning higher order thinking questions during direct instruction.
- School leaders will deliver school-wide professional development during pre-service on the importance of PLC and clearly communicate campus expectations for PLC.
- School leaders will deliver school-wide professional development during pre-service on higher order thinking questioning strategies and communicate campus expectations for all content areas.
- School leaders will develop and communicate a lesson plan submission protocol that allows for leaders to regularly monitor and provide feedback to lesson plans. The lesson plan template will include a space for teachers to plan their questions for specific moments in their lesson.
- School leaders will create and communicate PLC protocols that outline an effective planning process and targets higher order thinking questioning strategies.
- School leaders will create a master schedule that allows regular opportunities for grade-level teams or content teams to plan together and promote horizontal and vertical alignment.
- School leaders will model implementation of campus PLC protocols for the first month of the school year.
- School leaders will facilitate ongoing PLCs that focus on aligned planning and best practices for effective questioning throughout the school year.
- School leaders will provide coaching and written feedback to every teacher on a weekly basis through spot observations.
- School leaders will provide additional coaching and support to teachers that are not progressing towards the indicators of success.
- Campus principal will lead a monthly leadership team meeting to analyze spot observation and T-TESS data. Campus principal will track progress towards achievement of the indicators of success.

### Specific Actions—School Staff

- Teachers will participate in 100% of PLC meetings unless given advanced permission by the campus principal.
- Teachers will develop lesson plans that reflect strategies and supports discussed in PLC on a weekly basis.
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours.
- Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study.
- Each teacher will observe at least two other teachers each semester to observe effective questioning strategies and then identify next steps to implement in their own classroom.



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<p><b>Key Action One:</b>          Based off feedback from campus appraisers and Independent Review Team visits, Field Elementary will focus on improving the quality of instruction in all grade-levels through effective questioning that promotes higher-order thinking. The instructional practices targeted within PLC will promote the planning and execution of higher-order thinking questioning during direct instruction.</p>
<p><b>Who:</b>          Campus Leadership Team</p>
<p><b>What:</b></p> <ol style="list-style-type: none"> <li>1) Communicate campus goals related to instructional practices and deliver effective professional development related to effective questioning expectations for the 2024-2025 school year.</li> <li>2) Create PLC protocols that promotes teacher analysis of questions in lesson plans and collaboration amongst content teams to improve the quality of questioning.</li> </ol>
<p><b>When:</b></p> <ol style="list-style-type: none"> <li>1) Pre-Service of the 2024-2025 school year</li> <li>2) Bi-weekly based off the master calendar for PLC</li> </ol>
<p><b>Where:</b></p> <ol style="list-style-type: none"> <li>1) Field Elementary cafeteria (Pre-Service)</li> <li>2) Field Elementary's PLC room (ongoing)</li> </ol>

Proposed Item	Description	Amount
Staff Development	Plan professional development that allows teachers to understand and internalize newly adopted curriculum (Amplify-Year 1; Eureka-Year 2; Savvas-Year 1)	\$0 (Led by leadership team and teacher leaders)
Staff Development	Plan professional development that targets effective instructional expectation and practices, specifically aligned to higher order thinking questioning.	\$0 (Led by leadership team and teacher leaders)
Materials	Each teacher will receive a binder that can house previous lesson plans, documents reviewed in PLC, data tracking throughout the school year, etc.	\$15/binder 24 homeroom teachers, 3 school leaders Total: \$405
		<b>TOTAL: \$405</b>

<p><b>Funding Source:</b>  <u>Book Study:</u> FUND-1991010002-PUA-GIFTED &amp; TALENTED-READING MATERIALS-PUP-SCH-UND-REG  <u>Binders:</u> FUND-1991010002-PUA-GIFTED &amp; TALENTED-GENERAL SUPPLIES-PUP-INS-GT-REG</p>
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## Key Action #2: Student Engagement Strategies

### Key Action

Field Elementary will increase the level of student engagement in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle.

### Indicators of Success

- 1) *80% of spot observations conducted between October 2024 and February 2025 will earn 2 points in Domain III (Learning Environment) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.*
- 2) *75% of spot observations conducted between October 2024 and February 2025 will earn at least 4 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.*

### Specific Actions—School Leaders

- School leaders will deliver school-wide professional development during pre-service on the importance of multiple-response strategies and model examples teachers can use during instruction.
- School leaders will develop a resource for teachers that lists the various multiple response strategies and defines each individual strategy to ensure teachers are using a variety of strategies in their lessons.
- Campus principal will develop and communicate a lesson plan submission protocol that details how multiple response strategies (MRS) will be delivered in the lesson.
- School leaders will monitor lesson plan submission and provide feedback to lesson plans on a weekly basis.
- School leaders will facilitate ongoing PLCs that focus on engagement strategies throughout the school year.
- School leaders will purchase materials necessary to support the implementation of various engagement strategies in classrooms.
- School leaders will provide coaching and written feedback to every teacher on a weekly basis through spot observations.
- School leaders will provide additional coaching and support to teachers that are not progressing towards the indicators of success.
- Campus principal will lead a monthly leadership team meeting to analyze spot observation and T-TESS data. Campus principal will track progress towards achievement of the indicators of success.

### Specific Actions—School Staff

- Teachers will participate in 100% of PLC meetings unless given advanced permission by the campus principal.
- Teachers will develop lesson plans that outline multiple response strategies being delivered throughout their lessons on a weekly basis.
- Teachers will prioritize “stacking” multiple-response strategies and utilize a variety of strategies during lessons.
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours.
- Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study.
- Each teacher will observe at least two other teachers each semester and provide feedback on the use of multiple response strategies in the classroom and identify next steps for their own instructional practice.



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<p><b>Key Action Two:</b>          Field Elementary will increase the level of student engagement in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle.</p>
<p><b>Who:</b>          Campus Leadership Team</p>
<p><b>What:</b></p> <ol style="list-style-type: none"> <li>1) Communicate campus goals related to instructional practices and deliver effective professional development related to engagement strategies for the 2024-2025 school year.</li> <li>2) Create PLC protocols that promotes teacher planning of engagement strategies in lesson plans and collaboration amongst content teams to improve the implementation of engagement strategies.</li> </ol>
<p><b>When:</b></p> <ol style="list-style-type: none"> <li>1) Pre-Service of the 2024-2025 school year</li> <li>2) Bi-weekly based off the master calendar for PLC</li> </ol>
<p><b>Where:</b></p> <ol style="list-style-type: none"> <li>1) Field Elementary cafeteria (Pre-Service)</li> <li>2) Field Elementary's PLC room (ongoing)</li> </ol>

Proposed Item	Description	Amount
Staff Development	Plan professional development that allows teachers to understand and internalize newly adopted curriculum (Amplify-Year 1; Eureka-Year 2; Savvas-Year 1)	\$0 (Led by leadership team and teacher leaders)
Staff Development	Plan professional development that targets effective instructional expectation and practices, specifically aligned to engagement strategies.	\$0 (Led by leadership team and teacher leaders)
Materials	Purchase materials that support teacher implementation of a variety of different engagement strategies: whiteboards, notecards, post-it notes.	\$1000-5000
		<b>TOTAL: \$1000-5000</b>

**Funding Source:**  
 Materials: FUND: 1991010001-PUA REGULAR PROGRAM-GENERAL SUPPLIES-PUP-SCH-UND-REG



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### Key Action #3: Average Daily Attendance

#### Key Action

Field Elementary will increase the average daily attendance (ADA) rate from 95.9% during the 2023-2024 school year to 96.5% for the 2024-2025 school year. Field Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.

#### Indicators of Success

1. *By June 2025, the average daily attendance (ADA) for Field Elementary will be 96.5% or higher.*
2. *The average daily attendance (ADA) for Field Elementary will be 95.8% or higher for each of the six cycles throughout the 2023-2024 school year.*
3. *Compared to 7% during the 2023-2024 school year, the percent of students considered as chronically absent during the 2024-2025 school year will decrease to 6% by the end of Cycle 3 and then 5% by the end of Cycle 6. Students are considered chronically absent if they have 18 or more absences during the school year or have 3 or more absences per cycle.*

#### Specific Actions—School Leaders

- Campus principal will identify an attendance committee that will meet three times throughout the school year (once every two cycles).
- Campus principal will develop an attendance plan that outlines campus procedures for tracking attendance and identifying students not meeting campus attendance expectations.
- School leaders will provide additional communication to families of students in pre-kindergarten and special education and clearly define attendance expectations.
- School leaders will communicate the importance of attendance and the campus attendance goals to the students and staff through back-to-school events and through morning messages.
- School leaders will communicate the importance of attendance and the campus attendance goals to the community through back-to-school events and through weekly communication sent by the principal.
- Every three weeks, school leaders will identify families considered chronically absent and make contact (phone call or in-person) to address the concern and see what support can be provided.
- School leaders will publish attendance incentives available to students in the campus student handbook and campus staff handbook.

#### Specific Actions—School Staff

- The school registrar will ensure 100% of the students enrolled have a working phone number and email address on file.
- The school counselor will provide opportunities for recognition and incentives for student attendance with Lion Bucks, individual and class-wide celebrations, and Pretty Awesome Wonderful Students (PAWS) recognition.
- Teachers will communicate the importance of daily attendance to their students on a regular basis and set attendance requirements to participate in field trips or other special school events.
- Teachers will contact families of students that have missed two consecutive days and provide the response to the campus registrar. The school registrar will make direct contact with the family if the student is absent a third consecutive day.
- The school registrar will monitor attendance on a weekly basis, provide a report to campus leadership every three weeks, and identify what students are at-risk for being chronically absent.
- The leadership team will contact families of chronically absent students and provide information, support, and resources to improve attendance.



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**Key Action Three:**

Field Elementary will increase the average daily attendance (ADA) rate from 95.9% during the 2023-2024 school year to 96.5% for the 2024-2025 school year. Field Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.

**Who:**

Campus Principal

**What:**

Communicate campus goals related to attendance and deliver effective professional development related to attendance strategies and incentives for the 2024-2025 school year. Lead analysis of attendance data during attendance committee meetings and outline action steps for staff members to take

**When:**

Pre-Service of the 2024-2025 school year and through quarterly attendance meetings.

**Where:**

Field Elementary cafeteria (Pre-Service) & Field Elementary's PLC room (ongoing)

Proposed Item	Description	Amount
Staff Development	Campus leadership and registrar will participate in district-led professional development on attendance protocols, addressing chronically absent students, and guidelines for transfer renewals.	\$0
Materials/Resources	General supplies and incentives for students to earn throughout the school year (toys, pizza party, rewards, etc.)	\$1000-3000
		TOTAL: \$1000-3000

**Funding Source:**

FUND: 1991010001-PUA REGULAR PROGRAM-GENERAL SUPPLIES-PUP-SCH-UND-REG



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## Key Action #4: Minority Populations

### Key Action

Field Elementary will improve performance in Reading and Math for Hispanic students in achievement for STAAR during the 2024-2025 school year.

### Indicators of Success

1. *By June 2025, 70% of Hispanic students will reach the Meets achievement target(s) in Reading as defined by TEA Domain 3 accountability.*
2. *By June 2025, 72% of Hispanic students will reach the Meets achievement target(s) in Math as defined by TEA Domain 3 accountability.*

### Specific Actions—School Leaders

- Campus principal and registrar strategically assign homerooms to students in minority populations to promote a more efficient model of delivering targeted instruction that promotes differentiation.
- Campus principal will add sections for teachers to include differentiation strategies in their weekly lesson plans.
- Campus principal and assistant principal will monitor lesson plan submission and provide feedback to lesson plans on a weekly basis.
- Campus assistant principal will ensure all teachers and stakeholders are provided copies of their special population paperwork (GPC, IEP, EB accommodations) and are familiar with the student's day-to-day support necessary for student success.
- Campus principal and assistant principal will review report card grades and special education progress reports at the end of each cycle. Campus leaders will take necessary action based on inadequate progress or failing grades.
- Campus assistant principal will clearly define procedures for implementing and recording accommodations for daily assignments and assessments.
- Form an at-risk committee responsible for monitoring the performance of 100% of its at-risk student population.
- Create a meeting schedule for their at-risk committee to assess the effectiveness of interventions and support for 100% of its at-risk student population, including non-instructional support (e.g., counseling).
- Review student performance data as an administration team and implement tailored interventions to address specific needs. Actively monitor critical inputs that impact learning for the student including formative data from instruction (e.g., DOLs, unit assessments), teacher spot forms, the usage targets of all digital resources, and absenteeism to ensure corrective actions are taken promptly.
- Build capacity in campus leaders and teachers to conduct PLCs that routinely evaluate student performance by subgroup (e.g., identify trends, analyze root causes, and determine what changes need to be made to improve outcomes)
- Students identified as "at-risk" will be monitored via campus and feeder level at-risk committee meetings to assess academic progress.

### Specific Actions—School Staff

- General education teachers and related service providers will familiarize themselves with student paperwork and supports needed prior to the first day of school (IEPs, EB accommodations, GPCs).
- Special education teachers and general education teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours.
- Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study, this data will be used to track growth of Hispanic students as compared to their general education peers.
- General education teachers and campus interventionists will collaborate to target tier II and tier III students and ensure they are addressing individual student deficits.



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<p><b>Key Action Four:</b>          Field Elementary will improve performance in Reading and Math for Hispanic students in achievement for STAAR during the 2024-2025 school year.</p>
<p><b>Who:</b>          General Education Teachers</p>
<p><b>What:</b>          Engage in professional development related to differentiated instruction ) and compliance to ensure students' academic and documentation needs are met throughout the 2024-2025 school year.</p>
<p><b>When:</b>          Pre-Service of the 2024-2025 school year and as available throughout the school year.</p>
<p><b>Where:</b>          Field Elementary cafeteria (Pre-Service) &amp; Field Elementary's PLC room (ongoing)</p>

Proposed Item	Description	Amount
Staff Development	Engage in professional development related to differentiated instruction and compliance to ensure students' academic and documentation needs are met throughout the 2024-2025 school year.	\$0
Materials/Resources	Purchase materials that support teacher implementation of a specially designed instruction and effective data-collecting and tracking protocols.	\$1000-3000
		TOTAL: \$1000-3000

**Funding Source:**  
 Materials: FUND: 1991010001-PUA REGULAR PROGRAM-GENERAL SUPPLIES-PUP-SCH-UND-REG