

2025-2026 Action Plan



Field Elementary School

Demetria Bandy-Brown - Principal

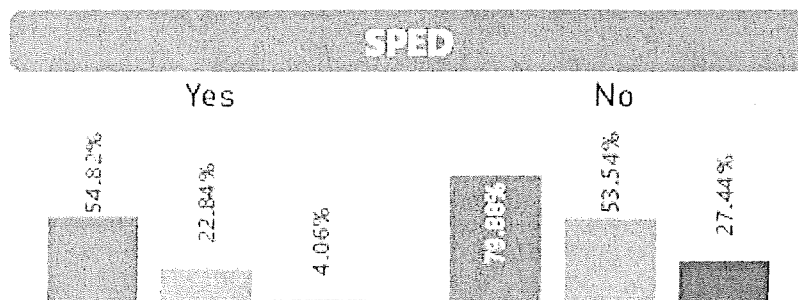
Field Elementary School | School Action Plan – Needs Assessment

Needs Related to Student Achievement Data

The 2024–2025 STAAR assessment results for Field Elementary reflect both significant accomplishments and opportunities for continued growth. In Reading, 70% of students performed at the *Meets* standard, with 43% reaching *Masters*. In Math, 70% of students scored at *Meets* and 45% at *Masters*. In Science results show 62% at *Meets* and 35% at *Masters*, highlighting the need for targeted instructional support to increase higher-level mastery in science concepts.

Year	2024-2025						
Campus Name	Approaches	Meets	Masters	Did Not Meet Count	Approaches Count	Meets Count	Masters Count
Field ES (152)	85.31%	68.86%	42.98%	67	389	314	196
Math	81.46%	69.27%	44.88%	38	167	142	92
3	80.72%	69.88%	38.55%	16	67	58	32
4	78.95%	64.47%	50.00%	16	60	49	38
5	86.96%	76.09%	47.83%	6	40	35	22
Reading	89.76%	70.24%	42.93%	21	184	144	88
3	90.36%	67.47%	40.96%	8	75	56	34
4	86.84%	65.79%	30.26%	10	66	50	23
5	93.48%	82.61%	67.39%	3	43	38	31
Science	82.61%	60.87%	34.78%	8	38	28	16
5	82.61%	60.87%	34.78%	8	38	28	16
Total	75.02%	47.59%	22.91%	254	763	484	233

For students identified in special education, the data reflects areas where additional focus is needed to close achievement gaps. In Reading, 29% achieved *Meets* and 7% *Masters*. Math performance was similar, with 31% at *Meets* and 7% at *Masters*. Science results were stronger comparatively, with 33% at *Meets* and 17% at *Masters*. While these outcomes show that some students with special education services are meeting or exceeding standards, the lower percentages highlight the importance of differentiated instruction, strategic interventions, and continued collaboration with support teams to accelerate growth for this population.



Based on TELPAS data for the 2024-2025 school year, K-5 students at Field Elementary had 68.6% of students meet progress targets.

10%	Max Points	2025			2024
		Points Earned	Achieved %	Current Interim Target %	Points Earned
ELP Status (TELPAS Performance)	4	4	68.6	49	4

Based on NWEA EOY Map data for the 2024-2025 school year, K-5 students at Field Elementary are performing at the 78th percentile in Math Achievement and 58th percentile for Math Growth.

Based on NWEA EOY Map data for the 2024-2025 school year, 2-5 students at Field Elementary are performing at the 83rd percentile in Reading Achievement and 60th percentile for Reading Growth.

Based on NWEA EOY Map data for the 2024-2025 school year, K-5 students at Field Elementary are performing at the 86th percentile in Science Achievement and 64th percentile for Science Growth.

Needs Related to Improving the Quality of Instruction

The 2024–2025 IRT results indicate minimal progress over the course of the year. Scores were as follows: IRT 1: 9.94, IRT 2: 10.38, IRT 3: 10.12, and IRT 4: 10.00, resulting in an overall campus average of 10.11. This performance was slightly below the district expectation of 10.5 in the 2024-2025 school year, signaling the need for strengthened instructional practices and greater consistency across classrooms. The majority of teachers (25) were identified at Proficient 1, with three teachers at Proficient 2, and one teacher at Progressing 2.

Special Education STAAR results point to the importance of refining IEP development, ensuring staff understanding, and supporting consistent implementation. In addition, the use of high-quality instructional materials with appropriate accommodations aligned to students' IEPs must be prioritized to provide equitable access and improve student outcomes.

The 2024–2025 STAAR performance for students identified in special education was as follows:

- Reading: 29% performed at *Meets* and 7% at *Masters*.
- Math: 31% performed at *Meets* and 7% at *Masters*.
- Science: 33% performed at *Meets* and 17% at *Masters*.

These results highlight both the progress made and the ongoing need for targeted supports to accelerate growth for students receiving special education services.

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 on the spot coaching and feedback that grows the capacity of all teachers, especially in the areas of the campus goals.

Key Actions

Field Elementary will improve the quality of instruction.

Field Elementary will improve the quality of schoolwide planning practices.

Field Elementary will work to ensure IEPs are clearly developed, that staff receive the relevant portions needed to support students, and that accommodations and modifications are carefully documented in PowerSchool and implemented in the classroom with fidelity.

Field Elementary will improve attendance for students and staff.

School Action Plan Template

KEY ACTION ONE	<p>Key Action #1</p> <p>Field Elementary will improve the quality of instruction.</p>
	<p>Indicators of Success</p> <ul style="list-style-type: none"> 75% of spot observations conducted between October 2025 and February 2026 will earn at least 3 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2026. Regardless of the number of classrooms visited, the campus will earn a minimum average of at least 3 points in Domain II (Engage & Deliver) in 100% of Independent Review Team visits for the 2025-2026 school year. Meet district expectations of IRT Targets scoring a 10 by MOY and 11.5 by EOY. Establish a campus-wide goal of achieving a Domain 1 scaled score of 70 (A). Students in grades 3-5 will meet the STAAR performance thresholds (90% Approaches, 70% Meets, and 50% Masters for STAAR and EOY unit assessments by June 2026.
	<p>Specific Actions–School Leaders</p> <ul style="list-style-type: none"> Campus principal will communicate Field's target instructional goals for the 2025-2026 school year and rationale to the entire staff during pre-service of the 2025-2026 school year. Campus principal will design a pre-service plan that dedicates significant time to delivering professional development around The Sweet 16. 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 TES data. Campus principal will track progress towards achievement of the indicators of success.
	<p>Specific Actions–Staff</p> <ul style="list-style-type: none"> Teachers will develop lesson plans that reflect strategies and supports related to The Sweet 16. Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours. During a given lesson, teachers will post their learning objective daily and be able to present their questions, engagement strategies, and DOL upon request. 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.

Key Action One

Staff Development	Who: Campus Leadership Team		
	What: 1) Communicate campus goals related to instructional practices and deliver effective professional development related to effective questioning expectations for the 2025-2026 school year. 2) Create PLC protocols that promote teacher analysis of questions in lesson plans and collaboration amongst content teams to improve the quality of questioning.		
	When: 1) Pre-Service of the 2025-2026 school year 2) Bi-weekly based off the master calendar for PLC		
	Where: 1) Field Elementary cafeteria (Pre-Service) 2) Field Elementary's PLC room (ongoing)		
Budget	Proposed Item	Description	Amount
	Staff development	Plan professional development that allows teachers to understand and internalize newly adopted curriculum (Amplify-Year 2; Eureka-Year 3; Savvas-Year 2)	\$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/Resources	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
	Other		
	Other		
		TOTAL	\$405
	Funding Sources	Binders: FUND-1991010002-PUA-GIFTED & TALENTED-GENERAL SUPPLIES-PUP-INS-GT-REG	

**KEY
ACTION
TWO**

Key Action #2

Field Elementary will improve the quality of schoolwide planning practices.

Indicators of Success

- *75% of spot observations conducted between October 2025 and February 2026 will earn 2 points in Domain I (Planning) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.*
- *Regardless of the number of classrooms visited, the campus will earn a minimum average of 1.75 points in Domain I (Engage & Deliver) in 100% of Independent Review Team visits for the 2025-2026 school year.*

Specific Actions–School Leaders

- 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 weekly ongoing PLCs that focus on aligned planning and best practices for effective questioning throughout the school year.

Specific Actions–Staff

- Teachers will participate in 100% of PLC meetings unless given advanced permission by the campus principal.
- Teachers will develop lesson plans that outline The Sweet 16 instructional strategies throughout their lessons on a weekly basis.
- Teachers will prioritize intentional questions paired with “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 practices.

Key Action TWO			
Staff Development	Who: Campus Leadership Team		
	What: Field Elementary will increase the quality of schoolwide planning practices.		
	When: 1) Pre-Service of the 2025-2026 school year 2) Bi-weekly based off the master calendar for PLC		
	Where: 1) Field Elementary cafeteria (Pre-Service) 2) Field Elementary's PLC room (ongoing)		
Budget	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
	Other		
	Other		
		TOTAL	\$1000-5000
	Funding Sources	Materials: FUND: 1991010001-PUA REGULAR PROGRAM-GENERAL SUPPLIES-PUP-SCH-UND-REG	

KEY
ACTION
THREE

Key Action #3

Field Elementary will work to ensure IEPs are clearly developed, that staff receive the relevant portions needed to support students, and that accommodations and modifications are carefully documented in PowerSchool and implemented in the classroom with fidelity.

Indicators of Success

- *From August 2025-June 2026, the principal will ensure 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.*
- *From August 2025-June 2026, 100% of staff members receive the relevant portions of the IEP within three days of its finalization as demonstrated by campus record keeping.*
- *100% of every grading period (every six weeks) audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.*
- *100% of identified students will complete the evaluation process and be assigned to the correct placement based on their needs.*
- *By the end of the 2025-2026 school year, the principal and assistant principal(s) will ensure that 100% of IEP progress reports are delivered without delay.*
- *The percentage of "instructionally proficient" IEPs, as measured by a rubric and reviewed by an independent team from the Special Education Department, will increase to 100% by June 2026.*

Specific Actions--School Leaders

- Campus principal and assistant principal will facilitate ARD meetings to ensure goals are measurable, standards-based, and tailored to student needs.
- Partner with the Special Education Division Unit team for quarterly reviews of sample of IEPs in Frontline to ensure alignment with best practices.
- Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
- The leadership team conducts random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
- Schedule and review at least 25% of all campus IEPs quarterly using the rubric and checklist.
- Assess all IEPs of returning students during the summer of 2025 and conduct ARD meetings to bring them to proficiency.
- Review and address gaps in monitoring compliance in Frontline and the process for supporting newly enrolled students.

	<p>Specific Actions–Staff</p> <ul style="list-style-type: none"> • Implement the use of the HISD Special Education department rubric to assess the instructional proficiency of an IEP. • SPED Department Chair and/or SPED Teachers collaborate with SPED Division Unit Specialist to ensure IEP goals are measurable, standards-based, and aligned to classroom instruction. • Engage with the SPED Department Chair and/or Resource teachers during PLCs at least once per week to ensure IEPs are being met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments. • 100% of special education teachers will attend and participate in all district professional development involving Frontline. • Complete PowerSchool training on how to input accommodations and modifications, as well as reflect 100% of accommodations on 100% of six week report cards. • Effectively and consistently implement the 100% of students' IEPs daily as required by law.
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Key Action Three			
Staff Development	Who: Special Education and General Education Teachers		
	What: Field Elementary will work to ensure IEPs are clearly developed, that staff receive the relevant portions needed to support students, and that accommodations and modifications are carefully documented in PowerSchool and implemented in the classroom with fidelity.		
	When: Pre-Service of the 2025-2026 school year and through monthly district trainings.		
	Where: Field Elementary cafeteria (Pre-Service) & Field Elementary's PLC room (ongoing)		
Budget	Proposed Item	Description	Amount
	Staff Development	Campus leadership, Special Education, and General Education Teachers will participate in staff- and district-led professional development on IEP's, accommodations, modifications, and Frontline.	\$0
	Materials/Resources		\$0
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

**KEY
ACTION
FOUR**

Key Action #4

Field Elementary will improve attendance for students and staff.

Indicators of Success

- *By MOY our attendance goal will be at least 97% and by June 2025, the average daily attendance (ADA) for Field Elementary students will be 98% or higher.*
- *By MOY our attendance goals will be at least 97% and by June 2025, the average daily attendance (ADA) for Field Elementary staff will be 98% or higher.*
- *Compared to 5% during the 2024-2025 school year, the percent of students considered as chronically absent during the 2025-2026 school year will decrease to 4% by the end of Cycle 3 and then 3% by the end of Cycle 6. Students are considered chronically absent if they have 19 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 and staff 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--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.

	<ul style="list-style-type: none"> 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 Four			
Staff Development	Who: Campus Leadership Team		
	What: Field Elementary will improve attendance for students and staff.		
	When: Pre-Service of the 2025-2026 school year and through quarterly attendance meetings.		
	Where: Field Elementary cafeteria (Pre-Service) & Field Elementary's PLC room (ongoing)		
Budget	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
	Purchased services		
	Other		
	Other		
		TOTAL	\$1000-3000
	Funding Sources	FUND: 1991010001-PUA REGULAR PROGRAM-GENERAL SUPPLIES-PUP-SCH-UND-REG	