

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 186 Elementary schools (includes K-8)
 - 41 Middle/Junior high schools
 - 48 High schools
 - 5 K-12 schools
- 280 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	11	26
K	37	38	75
1	41	42	83
2	32	30	62
3	26	47	73
4	35	43	78
5	30	29	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	216	240	456

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 3 % Black or African American
 - 83 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 12 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 9%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2017	487
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 18 %
81 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Hindi, Romanian, Spanish, Tamil

7. Students eligible for free/reduced-priced meals: 70 %
Total number students who qualify: 321

8. Students receiving special education services: 10 %
47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Field Elementary is to provide an safe environment where students excel and are encouraged to do their best.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Eugene Field Elementary (Field), named in honor of the beloved poet of many favorite children’s poems, was opened in February of 1929. A mural commemorating the author fills the prominent arched area of the school’s front entrance. Field Elementary is a predominately Hispanic urban school just north of downtown in the historic Houston Heights neighborhood. With an enrollment of 456 students, the school serves a socio-economically disadvantaged population, with 71 percent of students receiving free or reduced lunch and 50 percent of the student population considered at-risk. The student body is comprised of 60 percent transfer students and 40 percent zoned neighborhood students. Field has received the Gold Ribbon Award for the last two years from the non-profit organization Children At Risk and was named a Star School on the 2017 Texas Honor Roll. Both prestigious awards are based on the school’s high academic performance among a high socio-economically disadvantaged student population. Field has become a sought-after community school that continuously meets Texas Education Agency (TEA) standards in areas of Student Achievement, Student Progress, Closing Performance Gaps and Post-Secondary Readiness.

Field has been a part of the Houston Independent School District for 90 years. The school is an established learning community that has served multiple returning generations of students over the years. Since 1929, Field has had only six principals. Several members of the faculty and staff have served over 15 years at the school. This consistency has allowed administration, faculty, and staff members to witness generations of families come through the building. Students, faculty, staff and administrators have developed trust and meaningful relationships over time.

The educational philosophy of Field Elementary School is to provide an environment where students excel academically and are encouraged to strive for excellence while becoming life-long learners. Field promotes student self-actualization by making learning central in developing individual potential— academic, social, emotional, and physical—to better serve their communities.

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. 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.

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’s library collection reflects the school’s diversity and culturally relevant lessons are integrated into library activities and in the classrooms. The school promotes cultural appreciation and awareness through informative Music programs that celebrate and inform, such as Black History Month and Cinco de Mayo. Our special needs students always participate and are integrated fully in these performances. Hallway

bulletin boards often highlight the accomplishments of communities of diverse backgrounds and morning announcements inform students about cultural and historically relevant dates or celebrations.

To meet the physical development needs of our population, the school nurse visits each 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. Our parents maintain a school garden where our students plant vegetable seeds and plants that they harvest and consume.

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

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Campus English Language Arts (ELA) teachers provide exemplary reading instruction to students that includes the foundational skills and strategies that go beyond meeting TEKS standards. Through a balanced literacy approach, students are encouraged to develop an appreciation of reading, allowing them to evolve into lifelong readers and writers. Field teachers believe in providing an equal education for all, understanding that not every student holds the same educational learning styles. To address student needs, ELA teachers in Prekindergarten through 5th grade utilize a daily literacy routine. This daily routine provides a sense of community in the classroom and offers structure to all learners, allowing students to spend more time actively engaged in learning activities. To meet the needs of diverse learners, the daily literacy routine incorporates a variety of activities that include read alouds, word work, writing activities, computer applications, and novel studies. ELA teachers implement daily small-group instruction time where teachers are able to provide focused instruction to students with similar abilities and reading levels. Students' reading levels are determined through ongoing assessments, which include running records, fluency probes, the district's universal screener, and TEKS objective-based assessments. These assessments are performed regularly to ensure students are progressing. The school supports this by providing leveled literacy libraries and supplemental classroom libraries for each teacher. These resources offer students the appropriate books specific to their reading level and interests. To further encourage student literacy, Field also participates in the district's annual reading competition. The competition promotes critical thinking, oral language, and comprehension. Overall, the school finds that this approach to ELA instruction, activities, and competitions develops all students, even the most reluctant readers, into students who value and appreciate reading.

1b. Mathematics:

Field Elementary's math curricular approach provides both teachers and students with flexibility in the instruction and learning of the TEKS-based curriculum. Teachers are given the freedom to choose from a variety of math resources, activities, and assessments to meet the direct instructional needs of students within the classroom. Because TEKS objectives are presented to the class from many different resources, students learn to identify the skill being assessed regardless of how it may be presented. This approach fosters rigor and deeper comprehension thereby increasing student achievement. In order to build foundational math skills, students are introduced to beginning concepts using concrete math manipulatives, such as geometric shapes, base ten blocks, unifix cubes, and fraction bars. Once students master skills using concrete materials, teachers help them transition to the abstract version of the skill. The instructional approach is determined by each learner's abilities and needs, while focusing on closing any achievement gaps. Other resources include research-based computer programs for intervention and progress monitoring of student growth. These programs assess each student and then place them on individual learning paths based on their abilities and skills to develop objective mastery. In the classroom, daily spiral activities are incorporated into the lesson to provide continual practice on previously-taught and mastered objectives. As a data-rich campus, Field routinely analyzes data received from weekly objective assessments, district level snapshots, and campus benchmarks. This data is used to develop tiered small group instruction that targets specific TEKS not yet mastered. During vertical alignment meetings, teachers utilize this data to detect TEKS that are prerequisites for each grade level as well as TEKS that students have the most difficulty mastering. Teachers then collaborate to identify instructional strategies that can be taught across grade levels to help build upon the previous year's learning.

1c. Science:

Field Elementary uses a science inquiry approach to address the TEKS-based science curriculum for grades pre-K through fifth grade. This approach uses a variety of activities and instructional strategies based on the students' individual learning styles, academic levels, and flexible grouping. Science education at Field

focuses on building a foundational academic vocabulary in all grade levels while using three-dimensional models and cooperative, hands-on activities to synthesize the two-dimensional TEKS-based curriculum. Student-centered lessons, vertically-planned by our pre-kindergarten through fifth grade science team, encourages students to explore, experiment, ask questions and develop their responses based on their multi-dimensional learning experiences. The mastery of the science standards is assessed using a variety of resources, both formal and informal. Exit tickets are used for students to apply their understanding of the daily lesson objective, allowing teachers to check for understanding. Formative assessments, such as Unit Exams, district-leveled assessments, and campus benchmarks are used to measure standards mastery. After each formal assessment is administered, a standard analysis report is printed from the district's assessment and data reporting platform. This report helps determine standards mastery by individual students and is used to drive instruction, provide intervention, reteach in small or whole group, and provide differentiation to support student progress and achievement. Differentiation is provided not only for varying academic levels, but it is also used to accommodate each student's preferred method of learning. Some students learn best when sitting alone at their desk working on individual assignments, while others may retain more information through cooperative, project-based learning within a group. Kinesthetic students need movement to learn while auditory learners may need to hear things over and over in various ways to retain the information. Teachers provide instruction and activities that allow students many platforms to demonstrate learning. The school attributes its success to the incorporation of differentiation in every classroom in order to meet the needs of all students thereby increasing objective mastery. One of the ways students' content mastery is celebrated and showcased is at the annual Science Fair. The school's instructional approach to inquiry-based science allows students to integrate real-world application and skills needed for their future.

1d. Social studies/history/civic learning and engagement

The social studies TEKS are addressed using an interdisciplinary approach. At every opportunity, teachers integrate social studies into ELA. Within the literacy block, social studies is incorporated through novel studies, research projects, and writing activities. Students are continually engaged in activities designed to develop content vocabulary and objective understanding. Teachers use project choice boards to allow students to choose how they will learn a specific concept or objective. With different learning styles in mind, students are given the opportunity to take control of their own learning by choosing the method or product they will use to demonstrate their understanding. Whether students are visual, oral, linguistic or kinesthetic learners, students are given opportunities to learn using their preferred modality to ensure better comprehension, metacognition, and motivation. The instructional approach of integrating reading and social studies encourages the acquisition of vital comprehension skills, while also honing literary and writing skills, thereby maximizing opportunities for student success across subjects. In addition, Social Studies at Field places a strong emphasis on civic learning throughout all grade levels. Students develop the knowledge and skills needed for engaged citizenship, while also developing a deeper understanding and appreciation of diversity and social responsibility. The school integrates programs and learning activities throughout the year to promote cultural awareness, including Black History Month, Cinco De Mayo, and Christmas traditions around the world. Through music, dance, literature, theatre, and oral presentations, each class showcases their own creative presentations in programs that friends and family are invited to observe. Additionally, the annual food drive gives students the opportunity to give back to the community, while raising awareness of their ability to help others.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Field Elementary's Early Childhood Program is guided by curriculum developed by the district's early childhood department and the TEKS. The school's Early Childhood Program supports every aspect of child development—physical, social, emotional, cognitive, and linguistic. Students are engaged in a comprehensive and developmentally appropriate curriculum that includes the core areas of Language, Math, Science and Social Studies. Classroom centers offer young learners a chance to socially engage with one

another as they practice skills learned in whole group and small group instruction. Students learn independence through hands-on, engaging learning activities designed for students to be able to work at their own pace. The school's curriculum provides purposeful, engaging, and rigorous activities to build oral language and language development. Field is committed to preparing students in its Early Childhood Program to ensure students enter school ready to succeed.

2. Other Curriculum Areas:

Fine Arts is an essential part of the school curriculum and an important component in the educational program of every student at Field Elementary. The Music Department is a significant element of the school. Students in pre-K through fifth grade are provided the state required TEKS from a certified Music teacher at least once a week. Field Elementary students learn to fluently read music notes on the treble staff. While reading music, the eyes are trained to quickly move from one note to the next in order to identify the names of the notes and the note values. This improves skills in reading fluency as well. In addition, students learn to play a variety of instruments including piano, xylophones, and drums. Studies show learning a musical instrument improves comprehension and math skills. Children who learn music develop better coordination and a greater capacity for memory. Musical skills also enhance creativity, communication, critical thinking, confidence, community, and cultural awareness. These TEKS-based skills help children develop not only in music, but as individuals and future leaders as well. Field Elementary also offers classes in dance, drama, and the visual arts. Students involved in the arts learn to think creatively and critically. Students at all grade levels attend at least one Fine Arts class each week for 45 minutes. Across subjects, student performance is greatly enhanced when provided a well-rounded education that includes Fine Arts.

Physical Education (PE) and Health classes are vital in developing the whole child at Field Elementary. All students receive PE instruction at least once per week. Recess is daily and students engage in activities that promote physical wellbeing. The PE instructor develops and implements TEKS-aligned health and physical education lessons for all students in pre-K through fifth grade. The school nurse also collaborates with the PE instructor to provide additional instruction in nutrition and hygiene several times throughout the year. All students are encouraged to participate in PE. Students demonstrate mastery of the TEKS through a variety of activities. Students also complete a fitness test twice per year. After each physical assessment, students are required to set personal goals. This ensures that students are held accountable and are actively involved in their health and fitness progress throughout the school year. The PE instructor assists students in creating measurable, realistic goals in order to ensure greater goal achievement. Each year, students are able to celebrate their health and physical accomplishments at the school's annual Field Day.

Field Elementary has computer labs to accommodate three classrooms at a 1:1 student ratio. Students in Kindergarten through fifth grade utilize the lab twice per week for 45 minutes each day. The selected programs used in the computer labs provide individualized instruction and practice aligned with content material being taught in the classroom while adhering to the technology TEKS required by the state. Students at all grade levels use a reading and math computer-based assessment and instruction program to complete game-based lessons and activities led by animated characters. While student progress through the interactive online instruction, the program generates reports for teachers, parents, and administrators in order to monitor student progress. The computer is adaptive to individual student needs, challenging students who are working at a faster pace while also providing targeted instruction to struggling students. Additionally, the school provides iPads, desktops, and laptops for teachers and students to use in the classroom. Technology-based instruction provides a foundation for students to utilize software and programs that reinforce what they are learning in the classroom.

The Field Elementary library seeks to promote a school-wide culture of literacy, which continues to grow and evolve each school year. In the past five years, close to \$20,000 in books have been purchased through an initiative to modernize and diversify the school's collection through grants and fundraising, including the Laura Bush Foundation Grant. Book acquisitions, with a focus on relevant and high interest series and genres, are used for hands-on, engaging lessons that include book tastings, genre scavenger hunts, and author studies. These lessons serve to excite even the most reluctant reader, as well as to encourage a culture of "book talks" across all grade levels. The character education book collection, cultivated by the library, is utilized in monthly anti-bullying lessons in the library, weekly counseling groups, and classroom

read-alouds. This culture of kindness is strengthened with monthly makerspace activities, in which students work in teams on literacy and STEAM-based projects to build and problem solve. This school year, the library has teamed with a local bookstore to bring award-winning authors to the school, including Yuyi Morales and Mac Barnett. Students study the life and work of upcoming authors, create artwork, and write original pieces based on the books they've read. It is through this multi-pronged approach that the Field library hopes to grow life-long readers.

In an effort to engage students in career and college readiness, students attend a field trip each year to Texas A&M University in Galveston, Texas. They spend the day touring the campus, learning about marine biology, and even dissect sharks. The students are then treated to lunch in the Aggie cafeteria. Here, the students eat among the faculty, students, and cadets. Students fondly remember this full day experiencing college life—it is one that they talk about all year long! The school also hosts an annual Career Day where professionals from multi-disciplinary fields visit Field to give students an in-depth look at an array of occupations. This exciting day provides students with an engaging and hands-on experience that facilitates connections between their academic learning and their future professional endeavors. Students are encouraged to explore their interests while also expanding their understanding of themselves, their community and beyond. Students have the opportunity to create meaningful interactions with community leaders and professionals.

3. Special Populations:

Field Elementary is a non-magnet school that utilizes a neighborhood Gifted and Talented (GT) program model, in which identified students are served in the general education setting. This model provides a differentiated curriculum that modifies the depth, complexity, and pacing of the general school program by classroom teachers. Teachers of GT students are required to have an initial 30 hours of professional development in the following areas: Nature and Needs of Gifted Students, Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum. Teachers must receive six hours of training every year to maintain eligibility. All campus teachers are fully trained with current eligibility in these areas. Additionally, the school provides a weekly pull-out program for all gifted and talented students in kindergarten through fifth grade. Students participate in high interest research-based projects. Projects in the past have included an Invention Convention, an International Fair, and a Career Fair. In the Invention Convention, students were required to identify a common problem and create an invention to solve that problem. The International Fair consisted of a museum-style exhibit with artifacts representing each country studied. Artifacts included homemade food, handmade toys, postcards created by students, and students dressed in native garb. Students prepared for the Career Fair by researching an occupation, the necessary education and training required, as well as the future of the job market. Students presented their projects dressed in attire appropriate for their chosen job. All GT presentations are set up as an exhibition in which audience members consisting of administrators, teachers, family members, and classmates can visit the different displays and hear the various presentations. Top presentations are chosen to participate in the HISD Gifted and Talented Exhibition in the spring. Students benefit from not only the research skills acquired from the projects, but also from the presentation skills acquired through the various demonstrations of student learning.

The 2018 State of Texas Assessments of Academic Readiness (STAAR) data shows that only our Special Education students show a greater than 10 percent variance from the total population. The school provides additional services to these students through resource classes and inclusion assistance. Additionally, students are encouraged to attend after-school tutorials. To address the needs of this population, Field Elementary implements an inclusive model for Special Education students. Students are encouraged to participate in the least restrictive learning environment. The objective of the Special Education Department at Field Elementary is to allow students to be exposed to the full-grade level curriculum, while modifying lessons and providing accommodations as needed. An Individualized Education Plan (IEP) is developed for each student eligible for special education. Students are highly encouraged to excel in both academics and extracurricular activities, while meeting their IEP objectives. The school's special education services support students with disabilities in gaining college and career readiness, as well as independent living skills, through active engagement in grade level activities and curriculum.

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 lead 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.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

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 counselor values and encourages social and emotion growth through school-wide programs such as Red Ribbon Week and Bully Awareness Programs and offers group and individual counseling. Field has implemented an ongoing book study covering strategies to address social-emotional learning and mindfulness within the classrooms. The school also supports a culture of kindness and civic duty. Students are encouraged to participate in the holiday food drive for families in need in our community. Students also participate in several cultural heritage celebrations that value and create awareness of the school’s cultural diversity.

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!”

Field Elementary prides itself as a “family” of educators and support staff. The school motivates students and teachers by valuing them as individuals and encouraging them to contribute to the school’s well-being. Our student success is based on this positive and respectful school environment.

2. Engaging Families and Community:

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. An annual school-wide Parent-Teacher Conference Day is scheduled in the fall, and teachers conduct additional parent conferences as needed throughout the year. This ongoing communication is crucial in supporting student success.

Field Elementary has a working relationship with community businesses and organizations. Herman Memorial Health Centers has teamed up with Field’s feeder pattern middle school to provide free health care services for students and their families. To promote student fitness and health, Field received a grant from Herman Memorial for an outdoor fitness equipment area. Winstead, a local law firm, has partnered with Field for over 10 years to provide financial support for student activities, such as field trips, academic celebrations, volunteers, and classroom resources. All of these relationships have attributed to the welfare and success of students at Field Elementary School.

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 play dates 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.

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.

3. Professional Development:

Teachers at Field Elementary actively seek out and participate in professional development designed to improve student learning and achievement. Increased student achievement is the driving force of professional development for administrators, faculty or staff members. All professional development is relevant and supportive of improving instruction to increase student success.

School leadership encourages and supports teacher collaboration and provides time for this each week in our Professional Learning Communities (PLCs). This type of professional development proves most effective for the campus, as PLCs allow teachers to obtain and receive meaningful PD from colleagues. Whenever possible, the school utilizes the expertise of teachers on campus for professional development sessions. Instructional strategies can be modeled and observed by other teachers when class schedules allow. Feedback and support can be easily accessed through this model of teacher collaboration. Identifying and developing strong teacher leaders also contributes to making an effective campus. Developing leadership skills among teachers allows for continuous growth and learning. Lead teachers, assigned by administrators, know and understand the needs of the staff, students, parents, and community. This allows them to promote and achieve the school’s improvement goals while working closely with faculty and staff members, providing necessary professional development and collaboration. The support teachers receive from colleagues in improving and developing their profession leads to greater achievement. At Field Elementary, teachers are provided the opportunities and support to be effective leaders on campus.

The school’s professional development (PD) plan is designed to support the needs of teachers and individual administrators. The district’s Individual Professional Development Plan (IPDP) addresses the individual needs of administrators and teachers. The schoolwide academic, social and emotional PD programs are understanding the scope and sequence of the state curriculum TEKS and how to deliver effective instruction through differentiation including higher order thinking skills. These programs have been selected according to the needs determined from campus data compiled from the Teacher Appraisal and Development System (TADS) used to evaluate teacher and classroom needs. The campus principal attends leadership PD once per month during district meetings, while the school’s assistant principal attends professional development along with the others across the district in the same role. The instructional coordinator participates in professional development opportunities provided by the district and Region IV. Together, the school leadership team holds PLC meetings at least once per week to collaborate and address needs throughout the school. Additionally, the school stresses social and emotional professional development for both teachers and administrators in order to better promote student understanding of overall wellbeing

The school utilizes other professional development opportunities and services provided by the district. The school welcomes curriculum specialists to provide professional development sessions for teachers in areas

of Best Practices, Differentiation, Technology, Data Analysis, and Classroom Management. The school works with district Teacher Development Specialists (TDS) to support teachers' continuous growth as effective educators. Teacher Development Specialists are experienced, committed educators who partner with teachers to ensure their continuous growth and development. The school finds this professional development strategy immensely effective in improving teacher performance and increasing student achievement. Field Elementary School selects professional development opportunities that support campus initiatives, improves classroom instruction, and increases student achievement. School leadership works closely with teachers to provide professional development as needed to support the needs of individual teachers, content areas, grade levels and the campus.

4. School Leadership:

The leadership team is comprised of the principal, assistant principal, and instructional coordinator. The longevity and dedication of the school's leadership team to the school families, community, faculty and staff has greatly attributed to Field's success. The principal has led Field Elementary for 13 years, while the assistant principal and instructional coordinator have been at the school 16 and 33 years respectively. Each member of the leadership team brings different gifts and talents to Field. Together, these complementary differences create a dynamic, highly-functioning team.

Each member of the leadership team brings a wealth of strengths and attributes to the group. The principal plays a pivotal role in shaping the overall vision of the school and acts as facilitator of the school. He accepts responsibility for the overall performance of the entire school and delegates roles and responsibilities to the assistant principal and instructional coordinator. It is the belief of the principal to never micromanage his team, faculty or staff. Rather, the team is given the freedom and flexibility to complete assignments, as they work together to achieve the overall vision of the school. He creates a climate and culture of collaboration and mutual respect among all stakeholders. All stakeholders are encouraged to be actively involved in the school's vision.

The instructional coordinator has expertise in the area of student intervention, instructional knowledge and communication. Her vast experience in instruction and intervention provides support for at-risk students. She works closely with teachers, students, parents, interventionists, and other staff members to enhance students' performance. Her communication skills have helped build a rapport with all teachers. Not only is instructional support provided, but social and emotional support as well.

The assistant principal's organizational and administrative skills coordinate the logistics of the school schedule, human resources, and the implementation of school goals and initiatives. She has the ability to manipulate the schedule on short notice to accommodate the needs of the school and students. Her ability to organize programs and activities allows for the most effective use of instructional time, while also providing an array of opportunities to our students that include school fine arts performances, author visits, intervention classes, in school tutorials, award ceremonies, and GT pullout programs.

Together, the leadership team is most effective because it represents the diverse needs of the staff, students, and community. Team members effectively communicate the school's goals and improvement efforts so that the faculty and staff are all working cohesively toward the same purpose. The leadership team's varied skills support student progress and achievement. All decisions of the leadership team are made by asking, "What is best for our students?" The leadership team encourages the input of all teachers and staff, leading to an academic culture that empowers both teachers and students to strive for excellence. Ultimately, all school stakeholders work together to ensure an environment of high expectations and student success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most fundamental factor to student success at Field Elementary has been its implementation of block scheduling at the first and second grade levels and flexible scheduling and grouping at the third through fifth grade levels. Although blocked scheduling is typically implemented at the middle and high school levels, Field began to use a modified version to better adapt to the changing needs of the students. Through collaboration between school leadership and instructional leaders, the plan to implement block scheduling was developed to close the achievement gap and increase student performance. Since its implementation this unconventional scheduling practice has greatly impacted academic success among students.

Although the school's schedule slightly deviates from a traditional block schedule, this creative approach allows for each student's unique learning needs to be addressed and allows for flexible scheduling in third through fifth grade. Students in third through fifth grade attend a 150-minute reading and Language Arts class with integrated social studies and a 150-minute math class. Third grade students receive integrated science within their math block, while fourth and fifth grade students attend an 80-minute science class five days per week. Through this unique scheduling technique, student intervention is built in to address individual and small group needs. During this time, students are provided additional support by the school's two reading interventionist and the math interventionist, in order to provide personalized support for each student's diverse academic needs. Students receive services from the interventionist three times per week for 45 minutes. For those students identified as dyslexic by the Educational Diagnostician or by an Intervention Assistant Team (IAT) referral, the district provides a Dyslexia interventionist who works with students four times per week for 60 minutes.

The schedule was designed so that it can be easily modified; teachers are provided time to collaborate, disaggregate student data, and regroup students based on their performance.

Teachers are able to implement various instructional strategies that would otherwise not be feasible in a self-contained classroom, where the teacher would teach a minimum of five to six core subjects per day. For example, self-contained teachers tend to deliver all instruction in whole group, but content specific teachers are able to teach mini-lessons and incorporate independent workstations. Additionally, teachers can provide small group interventions during this time. Within block scheduling, teachers focus on one or two content areas which provides a greater level of expertise and a deeper understanding of subject matter, resulting in much more effective teaching. The belief of the leadership team at Field is that if teachers are given an opportunity to teach what they truly love, they are more likely to be invested. This enthusiasm will then be communicated to the students, resulting in greater motivation to excel in class.

In addition, teachers are provided opportunities to collaborate on best practices that will positively impact student learning. Within the classroom, teachers differentiate instruction to meet the needs of all students and include continual student-to-student learning experiences. Teachers design activities that promote critical and creative thinking through extended opportunities for manipulation of concepts and principles. Through these instructional practices and the unique block scheduling system, Field has developed an atmosphere conducive to greater academic achievement