

Fort Bend Independent School District

Arizona Fleming Elementary

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

AFE Mission: AFE exists to empower a community of life-long learners through respect for diversity, good character, and a love for learning.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

AFE Vision: Arizona Fleming Elementary will create scholars who display attributes of the District's Profile of a Graduate.

Value Statement

Welcome to Fleming University! We LEAD!

Table of Contents

Goals	3
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	3
Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working	15
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff	18
Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community	20
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement	22

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: By May 2025, AFE will improve the effectiveness of literacy instruction by implementing an aligned curriculum, alignment to the state standards, student ownership of learning practices, and targeted interventions/instruction and enrichment opportunities, as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Assessment(s):

- * Based on a quarterly review of TTESS observation and walk-through data, teachers will demonstrate a 15% increase in proficient and accomplished rating in domains 1 and 2.
- * By October 2024, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 65% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

*By December 2024, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 70% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

By February 2025, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 75% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, and service projects).

Summative Assessment(s):

- * By May 2025, AFE will meet HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:

- Kinder Literacy (BAS) 32% on & above level to 55%

- 1st Grade Literacy (BAS) - 29% on & above level to 50%

- 2nd Grade Literacy (BAS) - 23% on & above level to 50%







- 3rd Grade Literacy (STAAR)- 63% approaches or above to 72%





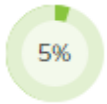
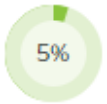
- 4th Grade Literacy (STAAR) - 41% meets or above to 54%


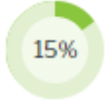
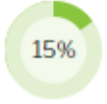


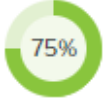
- 5th Grade Literacy (STAAR) - 38% meets or above to 65%

By April 2025, FBISD CST Walk data will demonstrate an increase from 59 % to 75% in alignment with the instructional model.





- *By May 2025, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e., clubs, innovation hour, and service projects).

Strategy 1 Details	Reviews			
Strategy 1: Use of the District's PLC and formative assessment cycle to plan rigorous lessons that are engaging and responsive to students' needs. Strategy's Expected Result/Impact: -Aligned lesson planning across teams; -Instruction based on student feedback (assessments drive instruction) and -Students continue to grow based on responsive instruction. Staff Responsible for Monitoring: Administration and AFE coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Instructional Coaches - 211 Title I-A - \$160,000	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use of District PLC protocols aligned to the district's PLC process. Strategy's Expected Result/Impact: -Teacher clarity of instruction and how to connect instructional practices, resources, and tasks to student learning outcomes. Staff Responsible for Monitoring: AFE Instructional Leadership Team (Admin, Coaches, Specialists). Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coaches - 211 Title I-A - \$160,000	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide Instructional Model Professional Development to Staff for best practice in instructional delivery to meet the needs of all students, including At-risk, ESL, and SPED populations. Strategy's Expected Result/Impact: Educators will align their instruction to the District's expected instructional model to ensure students have varied opportunities to demonstrate content mastery while implementing strategies that support At-risk, ESL, and SPED populations. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Professional Development Opportunities - 211 Title I-A - \$2,500	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: AFE literacy teachers will participate in a book study: Teaching Literacy in the Visible Classroom. Strategy's Expected Result/Impact: Teachers will continue to learn best practices in reading instruction delivery. Staff Responsible for Monitoring: AFE Instructional Leadership Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: n/a - 199 General Fund - \$0	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details		Reviews			
Strategy 5: AFE Champion of G/T and G/T Administrators will provide increased enrichment opportunities for identified GT students. Strategy's Expected Result/Impact: Students identified as G/T will have additional access to instruction that supports their creativity and learning needs for continued academic and social-emotional growth during enrichment time and Innovation Hour. Staff Responsible for Monitoring: Principal Asst. Principal Counselor COG Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: N/A - 199 General Fund - \$0		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 6 Details		Reviews			
Strategy 6: The campus will utilize online a learning platform to support literacy intervention and enrichment that supports the district's curriculum. Strategy's Expected Result/Impact: Students will make at least 1.5 years of growth as demonstrated by multiple data sources. Students will experience a blended learning classroom while accessing curriculum and assessments at their zone of proximal development. Staff Responsible for Monitoring: Principal, AP, Instructional Interventionists Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 7 Details	Reviews			
Strategy 7: Students will participate in ELAR related field trips to support classroom learning and build background knowledge. Strategy's Expected Result/Impact: Students will engage in Language Arts related events to build background knowledge and make connections to their learning. Staff Responsible for Monitoring: Principal, AP, Team Leader Title I: 2.4, 2.51, 2.53, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Monetary funds, transportation - 211 Title I-A - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A	N/A	

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AFE instructional delivery is below the district's average in alignment in scope and sequence, rigor, and instructional model. Root Cause: Teachers are in the developing stages in their understanding of the standards to be taught at the depth of knowledge needed for students to demonstrate mastery of the concept. Problem Statement 2: Student achievement and percentage of on-level learners is below district average. Root Cause: More than one-fifth of enrolled students have 89.99% attendance or less and 49% are english as second language learners.
Student Learning
Problem Statement 1: Early literacy assessment data indicates that two-thirds or more of AFE students in grades K-2nd are not at the expected reading level. Root Cause: Students may need additional access to phonics and phonemic awareness instruction to build literacy.
School Processes & Programs
Problem Statement 1: TTESS, CST, and other walk-through data sources indicate that lessons are not rigorous to ensure student growth and achievement. Root Cause: Teachers are learning how to lesson plan using the lesson cycle, including unpacking of TEKS through the unit and concept planning actions to align to the rigor of state standards.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 2: By May 2025, AFE will improve the effectiveness of math instruction by implementing the math instructional model, with alignment to curriculum and state standards, including targeted intervention/instruction, as evidenced through the indicators of success.

Indicators of Success: Formative Assessment(s):

- * Based on quarterly (October, December, February) review of TTESS walk-through and observation data, there will be a 10% increase in teachers' rating in the proficient and accomplished areas in domains 1 & 2 of TTESS.
- * Based on a 9-week data review (October, January, March), ILT informal walks will demonstrate an increase from 59% to 75% of teachers aligned to the instructional model.
- * Based on Bi-annual self-reflection (December, April), data will reveal increased knowledge and understanding of PLC practices from BOY to EOY based on the PLC campus reflection tool.





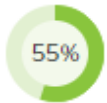

Summative Assessment(s):





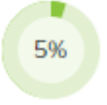
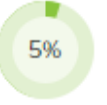
- * By May 2025, AFE will meet and/or exceed 2023 HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:







- Kinder Math (TXKEA) - 65% on track to 75%
- 1st Math (Ren360) - 65% to at/above grade level to 75%
- 2nd Math (Ren360) - 58% to at/above grade level to 68%
- 3rd Math (STAAR) - 53% approaches or above to 65%
- 4th Math (STAAR) - 60 % approaches or above to 70%
- 5th Math (STAAR) - 50% approaches or above to 65%








- * By May 2025, CST Walks will demonstrate an increase from 74% to 85% in alignment with the instructional model.

- * By May 2025, students' TELPAS ratings will demonstrate a 10% increase in advanced ratings in all components.

Strategy 1 Details	Reviews			
Strategy 1: Use of District's PLC and formative assessment cycle to plan rigorous lessons that are engaging and responsive to students' needs, including At-risk, SPED, and ESL populations. Strategy's Expected Result/Impact: -Aligned lesson planning across teams; -Instruction based on student feedback (assessments drive instruction) and -Students continue to grow based on responsive instruction. -Instructional strategies to support At-risk learners Staff Responsible for Monitoring: Administration and Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Professional Development - 211 Title I-A - \$2,500	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use of District PLC protocols aligned to the district's PLC process. Strategy's Expected Result/Impact: -Teacher clarity of instruction and how to connect instructional practices, resources, and tasks to student learning outcomes. Staff Responsible for Monitoring: AFE Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Instructional Materials - 199 General Fund - \$1,500	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide Instructional Model Professional Development to Staff for best practice in instructional delivery. Strategy's Expected Result/Impact: Educators will align their instruction to the District's expected instructional model to ensure students have varied opportunities to demonstrate mastery of content. Staff Responsible for Monitoring: AFE Instructional Leadership Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Instructional staff will complete a book study: Teaching Mathematics to the Visible Learning Classroom. Strategy's Expected Result/Impact: Teachers will continue to learn best practices in reading instruction delivery. Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Books - 211 Title I-A - \$250	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details		Reviews			
Strategy 5: Students will participate in STEM related field trips to support classroom learning. Strategy's Expected Result/Impact: Students will engage in hands on activities and understand relevancy in their learning to make better connections. Staff Responsible for Monitoring: Administration, grade-level team leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Demographics 2		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 6 Details		Reviews			
Strategy 6: The campus will utilize online a learning platform to support math intervention and enrichment that supports the district's curriculum. Strategy's Expected Result/Impact: Students will experience a blended learning classroom while accessing curriculum and assessments at their zone of proximal development. Staff Responsible for Monitoring: Administration and Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: Online Resources - 211 Title I-A - \$5,500		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 7 Details		Reviews			
Strategy 7: Classroom teachers will progress monitor utilizing intervention, small group, and assessment data to support individual student growth. Strategy's Expected Result/Impact: Student populations identified for targeted support through TEA reporting will demonstrate expected/accelerated growth in the area of math. Staff Responsible for Monitoring: Administrators; Instructional Leadership Team; Classroom teachers. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Add'l Math Interventionist - 211 Title I-A - \$90,000		Formative			Summative
		Oct	Dec	Feb	June
					
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: AFE instructional delivery is below the district's average in alignment in scope and sequence, rigor, and instructional model. Root Cause: Teachers are in the developing stages in their understanding of the standards to be taught at the depth of knowledge needed for students to demonstrate mastery of the concept.
Problem Statement 2: Student achievement and percentage of on-level learners is below district average. Root Cause: More than one-fifth of enrolled students have 89.99% attendance or less and 49% are english as second language learners.
School Processes & Programs
Problem Statement 1: TTESS, CST, and other walk-through data sources indicate that lessons are not rigorous to ensure student growth and achievement. Root Cause: Teachers are learning how to lesson plan using the lesson cycle, including unpacking of TEKS through the unit and concept planning actions to align to the rigor of state standards.
Problem Statement 2: Campus Culture and Climate Survey indicates that students are not excited to come to school. Root Cause: Campus staff morale are declining and may impact staff behaviors toward students.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.








Performance Objective 3: By June 2025, AFE will improve tier 1 instruction as it relates to supporting emergent bilingual students through professional learning on designing tier 1 one instruction that allows access to content, progress monitoring EB performance on formative and summative assessments , and targeted language development opportunities.

Indicators of Success: Summative Assessment(s):

By May 2025, AFE will increase the percentage of EB students moving from approaches grade level to meets grade level and from meets grade level to masters grade such that the percent gap in performance between EB and non-EB students is not larger than fifteen percent at third and fourth grades and is smaller than ten percent by fifth grade.

The leadership team will meet every 9 weeks to review formative and summative assessment data, with attention paid to special student population performance. The Bil/EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator.

By May 2025, AFE will increase the percentage of EB students achieving one level of growth on TELPAS composite such that 50 percent of third grade, 60 percent of fourth grade, and 75 percent of fifth grade EB students rate as advanced or advanced high composite. The principal, LPAC administrator, and Bil/EL Specialist will develop a campus language goal that identifies specific language domains as well as content-based language instruction practices that will be used to guide lesson planning for EBs as well as guide the direction of campus formative and summative assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will meet every 9 weeks to review formative and summative assessment data, with attention paid to special student population performance. The Bil/EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator.</p> <p>Strategy's Expected Result/Impact: By May 2025, the achievement gap will not be wider than 15% between EBs and non-EBs in academic achievement on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP/LPAC Administrator, Bilingual/EL Specialist, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Early literacy assessment data indicates that two-thirds or more of AFE students in grades K-2nd are not at the expected reading level. Root Cause: Students may need additional access to phonics and phonemic awareness instruction to build literacy.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working



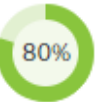
Performance Objective 1: By May 2025, AFE will implement PBIS systems that support student and staff ownership of behavior and build a collaborative, fair and positive culture as evidenced by student engagement, Title 1, and campus climate surveys.







Indicators of Success: Formative Assessment(s):








- * Based on quarterly data review (October, January, March, May), Skyward Peims data will demonstrate a decrease from 42 referrals to 25 referrals.
- * Based on quarterly data review (October, January, March, May), Skyward Peims report will demonstrate a 5% decrease in Skyward Crisis Forms.

Summative Assessment(s):

- * By May 2025, based on the FBISD student engagement survey, students will demonstrate an increase in their response to "The rules at my school are fair" at % strongly agree and agree to %.
- * By May 2025, AFE will demonstrate growth in school wide expectations, consequences, and data review at "in place" as aligned to TFI data.
- * By May 2025, Student Engagement Survey results will reflect at and/or exceeds in at least 3 areas when compared to the district average.

Strategy 1 Details	Reviews			
Strategy 1: AFE will extend the implementation of the RCA House System to include additional opportunities for students and houses to earn points and engage in character lessons aligned to their House. Strategy's Expected Result/Impact: House points will increase positive student behavior, decreasing student behavior referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and teacher leaders. Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Activities, lessons - 199 General Fund - \$300	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: AFE Counselor, Social Worker, and CIS personnel will host counseling groups/lunch bunches to support different student demographics. Strategy's Expected Result/Impact: Provide supports for students who may have experienced or are currently experiencing trauma. Staff Responsible for Monitoring: Admin, counselor, social worker, CIS Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 2 Funding Sources: Small group materials/supplies - 199 General Fund - \$350		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Administration will update and support staff implementation of the PBIS handbook to ensure all staff are aware of the systems that support student behavior. Strategy's Expected Result/Impact: AFE staff will model consistent expectations for students. Staff Responsible for Monitoring: Principal, Asst. Principal, PBIS team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: N/A - 199 General Fund - \$0		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details	Reviews			
Strategy 4: The AFE Attendance Committee will develop incentives that encourage student attendance and interventions to support those with a high percentage of absences. Strategy's Expected Result/Impact: Attendance will continue to increase from 93.69% to 94.5% Staff Responsible for Monitoring: Administration, Counselor, Social Worker, Campus Attendance Support Specialist Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: None - 211 Title I-A - \$400	Formative			Summative
	Oct	Dec	Feb	June
				
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student achievement and percentage of on-level learners is below district average. Root Cause: More than one-fifth of enrolled students have 89.99% attendance or less and 49% are english as second language learners.
School Processes & Programs
Problem Statement 2: Campus Culture and Climate Survey indicates that students are not excited to come to school. Root Cause: Campus staff morale are declining and may impact staff behaviors toward students.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff




Performance Objective 1: By May 2025, AFE will recruit, develop and retain quality teachers through providing at professional learning opportunities and establishing monthly observation, feedback and coaching opportunities to create a thriving educational environment for both educators and students.




Indicators of Success: Formative Assessments:





- *Provide coaching sessions to 4-5 teachers per month using a rotating schedule.
- *Provide at least one option for off campus professional learning related to staff TTESS/professional goals.
- *Review Principal Culture and Climate Surveys for at least 70% indication of returning to AFE for the 25-26 school year.

Summative Assessment:

- *AFE will maintain an attrition rate of 80% of staff remaining for the 25-26 SY.
- *All staff will have participated in one off campus professional learning opportunity.
- *AFE Culture and Climate Staff Survey will demonstrate 80% overall satisfaction with campus.

Strategy 1 Details	Reviews			
Strategy 1: Provide several professional learning opportunities to support staff toward professional goals. Strategy's Expected Result/Impact: Teachers will indicate that they feel supported by campus leadership and return for the following school year. Staff Responsible for Monitoring: Principal and Asst. Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: Professional Learning Opportunities - 211 Title I-A - \$5,000	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: AFE Administration will conduct 5x5, programmatic and TTESS walks/observations and provide at least 2 written forms of feedback (i.e. memorandum, individual email/report, TTESS feedback, etc.). Strategy's Expected Result/Impact: Teachers will indicate that they feel supported by campus leadership and return for the following school year. Staff Responsible for Monitoring: Principal and Asst. Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: n/a - 199 General Fund - \$0	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
  Accomplished
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Performance Objective 1 Problem Statements:


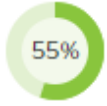





School Processes & Programs
Problem Statement 2: Campus Culture and Climate Survey indicates that students are not excited to come to school. Root Cause: Campus staff morale are declining and may impact staff behaviors toward students.

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, AFE will increase parental involvement in decision making committees and community activities to enhance relationships between families, teachers, staff, students, and community leaders.

- Indicators of Success:** Formative Indicators:
- * Quarterly review of sign in sheets from campus events will demonstrate at least 20% of student & family population in attendance (** students' families).
 - * By October 2024 the AFE PTO will follow the steps to re-implement the PTO including election of officers to establish a Board and completion of all necessary documents.
 - * By December 2024, all homeroom teachers will have a designated classroom parent to assist with communicating and planning activities, events, etc. with all classroom families.
- Summative Indicators:
- * By May 2025, AFE PTO committee will engage in at least 2 events/fundraisers during the 2024/2025 school year to promote family engagement.
 - * By May 2025, AFE will have 2 parents participate consistently on the CBLT committee as evidenced by CPAC sign in sheets.
 - * By May 2025, at least 40 parents will participate in Parent Educator Classes offered as reflected on sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Increase communication methods, I.e. publications, newsletters, phone calls etc. (translated communications) to ensure strong communication between home and school from teachers and campus administration.</p> <p>Strategy's Expected Result/Impact: Increase two way communication between campus and community to maintain engagement.</p> <p>Staff Responsible for Monitoring: AFE Administration-Principal, Asst. Principal, Executive Assistant, Parent Educator</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: S'More Platform - 199 General Fund - \$150</p>				

Strategy 2 Details	Reviews			
Strategy 2: AFE will partner with community resources to host more community engagement activities. Strategy's Expected Result/Impact: Parents and community partners will become an active participant in the learning process at AFE. Staff Responsible for Monitoring: Principal, Asst. Principal, Parent Educator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Food, incentives - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus Culture and Climate Survey indicates that students are not excited to come to school. Root Cause: Campus staff morale are declining and may impact staff behaviors toward students.
Perceptions
Problem Statement 1: Based on the Campus Culture and Climate survey, families report that they are not provided communication when their students are not progressing well academically. Root Cause: Families do not utilize email/online platforms as indicated by the number of report cards eSigned as well as the number of families that view the campus newsletter via S'more.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement