

Fort Bend Independent School District

Alyssa Ferguson Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Alyssa Ferguson Elementary exists to create a foundation for life-long success by igniting minds, inspiring hearts, and empowering our students to become courageous world changers.

Vision

Be Yourself

Be Brave

Shine Bright!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alyssa Ferguson Elementary is a diverse and inclusive school community located in the heart of a rapidly growing area in Fort Bend County. As we enter our third year of operation, our student population reflects a wide range of racial, ethnic and linguistic backgrounds that contribute to a vibrant and dynamic learning environment.

As of the most recent data, the campus serves **722 students**, with a nearly even gender distribution of **47.78% female** and **52.22% male**. We support a variety of learners including Special Education, 504, Gifted and Talented and English Language Learners.

We are committed to meeting the unique needs of all learners including differentiated instruction and targeted support to ensure all students achieve academic success and thrive socially and emotionally.

School Population	
Student Total	763
Early Education Grade	14
Pre-Kindergarten Grade	71
Kindergarten Grade	108
1st Grade	113
2nd Grade	117
3rd Grade	106
4th Grade	110
5th Grade	124

Student Demographics

Count

Gender	
Female	363
Male	400
Ethnicity	
Hispanic-Latino	143
Race	
American Indian - Alaskan Native	6
Asian	158
Black - African American	298
Native Hawaiian - Pacific Islander	1
White	107
Two-or-More	50

Student Programs

	Count
CTE Attendance	0
Dropout Recovery Program	0
Gifted and Talented	38
Pregnancy Related Services	0
Regional Day School Program for the Deaf	0
Section 504	13
Special Education (SPED)	156
Bilingual/ESL	
Emergent Bilingual (EB)	129
Standard or Alternative Bilingual/ESL	124
Dual Language Immersion/One-Way	1
Dual Language Immersion/Two-Way	0
Dyslexia	
Dyslexia Indicator Code	46
Dyslexia Risk Code	221
Dyslexia Services Code	46
Title 1 Part A	
Schoolwide Program	14
Targeted Assistance	0
Targeted Assistance Previously Participated	0
Title I Homeless	10
Neglected	0

Special Education Services

Instructional Settings

Speech Therapy	89
Homebound	0
Hospital Class	0
Resource Room	73
VAC	0
Off Home Campus	0
State School	0
Residential Care	0
Self Contained	34
Full-Time Early Childhood	3
Mainstream	30

Student Indicators	Count
Foster Care	0
IGC Reviewed	0
Intervention Indicator	150
Migrant	0
Military Connected	54
Student Accelerated Education Plan	0
Unschooler Asylee/Refugee	0
Economic Disadvantage	
Economic Disadvantage Total	181
Free Meals	146
Reduced-Price Meals	23
Other Economic Disadvantage	12
Homeless Statuses	
Homeless Status Total	10
Shelter	0
Doubled Up	10
Unsheltered	0
Hotel/Motel	0
Shelter	0
Not Unaccompanied Youth	9
Unaccompanied Youth	1

Demographics Strengths

Alyssa Ferguson Elementary serves families from the surrounding neighborhood, with all students residing within a two-mile radius of the campus. The school was established to support the continued residential growth in this area of Fort Bend County.

Since opening, our families and community members have demonstrated a strong sense of connection and pride in the school. From the beginning, they have shown enthusiasm in building relationships and participating in school events, contributing to a vibrant and supportive school culture.

In the 2024–2025 school year, our Parent Teacher Organization (PTO) played a key role in strengthening family engagement. The PTO actively supported numerous campus events and initiatives and parent volunteers contributed a total of 4,958.08

hours. As we enter our third year, we are committed to continuing to grow these partnerships, expand volunteer opportunities and foster even deeper collaboration with our families and community stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are not making expected academic growth, revealing a lack of consistent, appropriate rigorous instruction that aligns with grade-level expectations.

Root Cause: Limited collaborative planning time between Special Education and General Education teachers reduces opportunities to design and deliver consistent, rigorous and appropriately scaffolded instruction aligned to grade level expectations.

Student Learning

Student Learning Summary

At Alyssa Ferguson Elementary, we believe in igniting minds, inspiring hearts and that every student can become a world changer! This belief drives our commitment to monitoring and supporting student learning with purpose and precision. Our staff is deeply engaged in understanding how our Fireflies are growing using a variety of assessment systems and tools to inform instruction, guide planning and meet individual student needs.

Student learning data is not just collected, it's brought to life in conversations across the campus. Whether in Professional Learning Communities (PLCs), collaborative planning meetings or targeted professional development sessions, our educators consistently review and reflect on student performance to make meaningful instructional decisions. These ongoing data conversations help us celebrate progress, identify trends, and create targeted interventions to close learning gaps.

Throughout the year, our team reviews data from a range of sources, including universal screeners, district assessments, progress monitoring tools and state assessments. This comprehensive approach ensures that our instructional practices remain responsive and aligned with student needs.

As we continue to grow in year three, our focus remains on using data not just to evaluate performance—but to truly understand each learner's journey, provide support where needed, and create high-impact learning experiences that empower all students to thrive.

Student Achievement STAAR Spring 2025

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	81%	75%	82%	81%	63%	94%	%	86%	74%	89%	74%	57%	%	83%
% at Meets GL Standard or Above	57%	48%	57%	61%	50%	70%	%	65%	48%	61%	49%	30%	%	59%
% at Masters GL Standard	29%	21%	32%	34%	25%	38%	%	37%	19%	26%	19%	10%	%	32%
Number of Tests														
# at Approaches GL Standard or Above	633	242	127	87	5	135	0	37	266	94	137	84	0	419
# at Meets GL Standard or Above	440	155	88	65	4	100	0	28	172	66	90	45	0	301
# at Masters GL Standard	225	67	50	36	2	54	0	16	69	29	35	15	0	162
Total Tests	778	322	155	107	8	143	0	43	360	105	185	148	0	507
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	88%	84%	86%	87%	67%	98%	%	95%	80%	93%	79%	66%	%	89%
% at Meets GL Standard or Above	72%	65%	75%	72%	67%	83%	%	74%	58%	72%	62%	34%	%	72%
% at Masters GL Standard	36%	28%	42%	35%	33%	44%	%	42%	23%	33%	25%	6%	%	37%
Number of Tests														
# at Approaches GL Standard or Above	288	111	55	40	2	62	0	18	122	42	61	42	0	192
# at Meets GL Standard or Above	235	86	48	33	2	52	0	14	89	33	48	22	0	155
# at Masters GL Standard	117	37	27	16	1	28	0	8	35	16	19	4	0	80
Total Tests	327	132	64	46	3	63	0	19	153	45	77	64	0	216
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	80%	73%	80%	81%	67%	95%	%	79%	73%	91%	73%	52%	%	81%
% at Meets GL Standard or Above	52%	42%	45%	57%	33%	71%	%	63%	45%	60%	44%	31%	%	55%
% at Masters GL Standard	28%	18%	27%	38%	33%	38%	%	37%	20%	28%	17%	17%	%	31%
Number of Tests														
# at Approaches GL Standard or Above	262	96	51	38	2	60	0	15	112	41	56	34	0	175
# at Meets GL Standard or Above	170	56	29	27	1	45	0	12	70	28	34	20	0	119
# at Masters GL Standard	91	24	17	18	1	24	0	7	31	13	13	11	0	67
Total Tests	328	132	64	47	3	63	0	19	154	45	77	65	0	217
Science														
Percent of Tests														
% at Approaches GL Standard or Above	67%	60%	78%	64%	50%	76%	%	80%	60%	71%	65%	42%	%	70%
% at Meets GL Standard or Above	28%	22%	41%	36%	50%	18%	%	40%	25%	29%	26%	16%	%	36%
% at Masters GL Standard	14%	10%	22%	14%	0%	12%	%	20%	6%	0%	10%	0%	%	20%
Number of Tests														
# at Approaches GL Standard or Above	83	35	21	9	1	13	0	4	32	11	20	8	0	52
# at Meets GL Standard or Above	35	13	11	5	1	3	0	2	13	5	8	3	0	27
# at Masters GL Standard	17	6	6	2	0	2	0	1	3	0	3	0	0	15
Total Tests	123	58	27	14	2	17	0	5	53	15	31	19	0	74

Student Growth STAAR Spring 2025

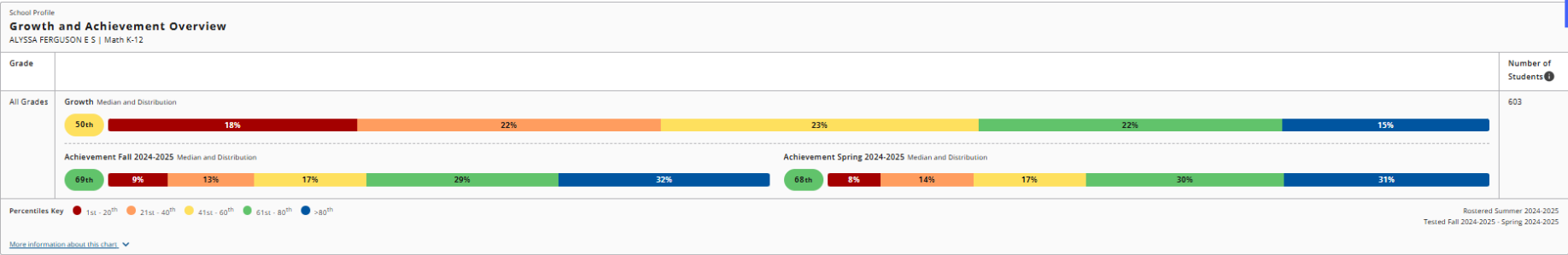
Part A: Annual Growth Points							
Prior Year	Current Year Performance						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	15	10	4	3	0	0	32
High Did Not Meet Grade Level	11	10	7	13	1	0	42
Low Approaches Grade Level	6	4	6	19	9	0	44
High Approaches Grade Level	0	5	3	18	16	4	46
Meets Grade Level	0	1	1	14	61	40	117
Masters Grade Level	0	0	0	1	19	96	116
Total	32	30	21	68	106	140	397

Closing the Gaps STAAR Spring 2025

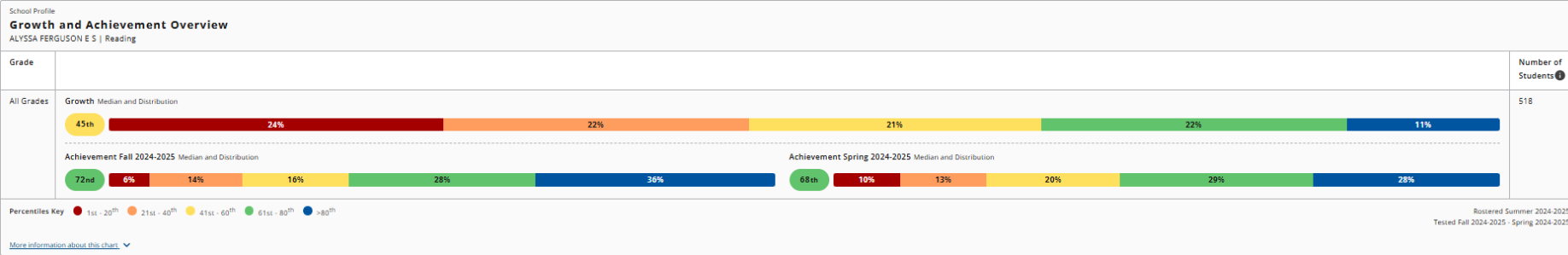
Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	25	32	78.1	30.0	23.4
Growth or Graduation: Chosen Component (Academic Growth Status)	24	32	75.0	50.0	37.5
English Language Proficiency	4	4	100.0	10.0	10.0
School Quality or Student Success: Chosen Component (STAAR Component Only)	12	16	75.0	10.0	7.5
Closing the Gaps Domain Raw Score					78
Closing the Gaps Domain Scale Score					92
Closing the Gaps Domain Letter Score					A

MAP EOY Growth and Achievement (Fall to Spring)

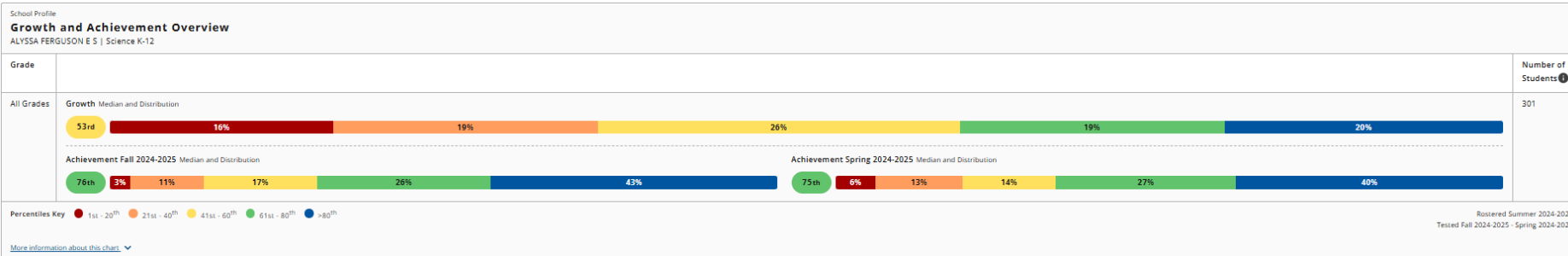
Campus Math



Campus Reading



Campus Science



Student Learning Strengths

Alyssa Ferguson Elementary is deeply committed to fostering individual student growth. One of our core strengths is the intentional structure we've built to support each student's academic progress through instruction, timely intervention and enrichment opportunities.

Every day, dedicated time is built into the master schedule for intervention and enrichment across all grade levels. During this time, students receive targeted, small-group instruction based on current data and individual needs. Those who need additional support are provided interventions aligned with their learning goals, some students continue to work on Tier I content and others who have demonstrated mastery engage in enrichment activities that extend and deepen their understanding.

Our teachers use formative assessments, student work and ongoing progress monitoring to tailor instruction and support growth for all students. This approach ensures that learning is responsive and that every student is moving forward from their unique starting point.

To further support student success, we conduct Student Support Team (SST) meetings every 6–8 weeks. These structured, data-driven meetings bring together teachers, specialists and administrators to review student progress, evaluate the effectiveness of interventions and adjust support plans as needed. This process ensures that academic, behavioral and emotional needs are being met holistically.

As we move into our third year, our focus on individualized growth, daily support structures and ongoing monitoring remains a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data indicates a need to strengthen progress monitoring practices and ensure rigor is aligned in science, math and reading to support all students in meeting their expected targeted growth.

Root Cause: The challenge of monitoring ALL TEKS and varying student achievement levels contribute to gaps in achievement and hinder students from reaching targeted growth and grade level expectations.

School Processes & Programs

School Processes & Programs Summary

Alyssa Ferguson Elementary is committed to delivering all instructional programs mandated by the District, ensuring that our educational offerings are comprehensive and meet the required standards. Our campus adheres to the District's curriculum, which is aligned with the Texas Essential Knowledge and Skills (TEKS), ensuring that our students receive a consistent and high-quality education. To facilitate effective teaching, our educators utilize supporting documents that aid in the appropriate pacing and planning of instructional units, allowing for a structured and coherent learning experience.

Our teachers engage in weekly collaboration through professional learning communities and grade level planning meetings. These sessions are designed to foster a collaborative environment where educators can discuss and enhance instructional methods with the guidance of specialists and administrators. By doing so, we ensure that our teaching strategies are not only research based but also continuously reviewed, practiced and shared during faculty meetings, professional development days and specialized team meetings focused on our TEKS and curriculum.

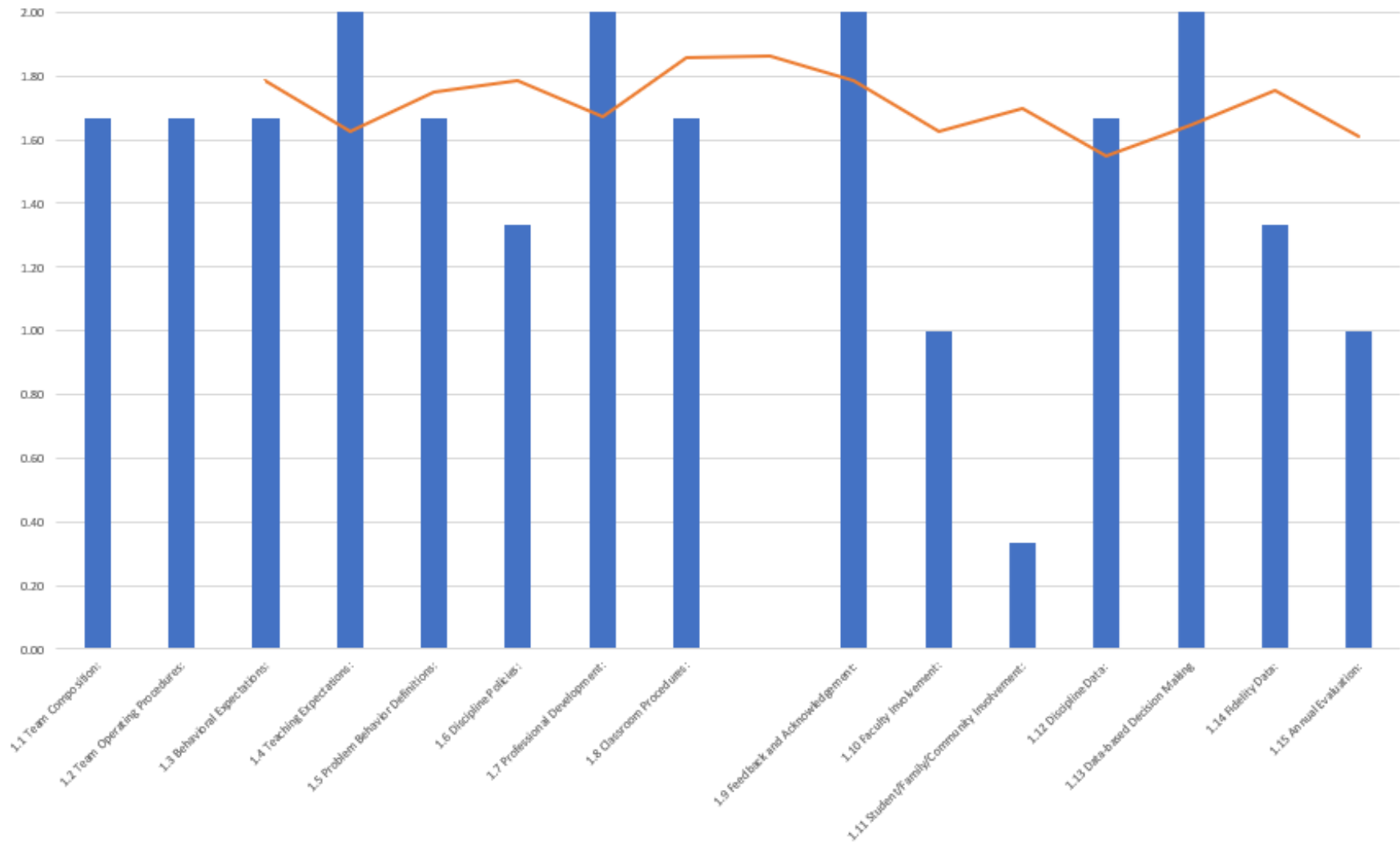
We place a strong emphasis on data driven decision making. Our processes and programs are regularly analyzed and refined based on a comprehensive collection of student data. This approach allows us to tailor our educational strategies to meet the diverse needs of our students, ensuring that each child receives the support necessary to succeed.

The schedule is as follows:

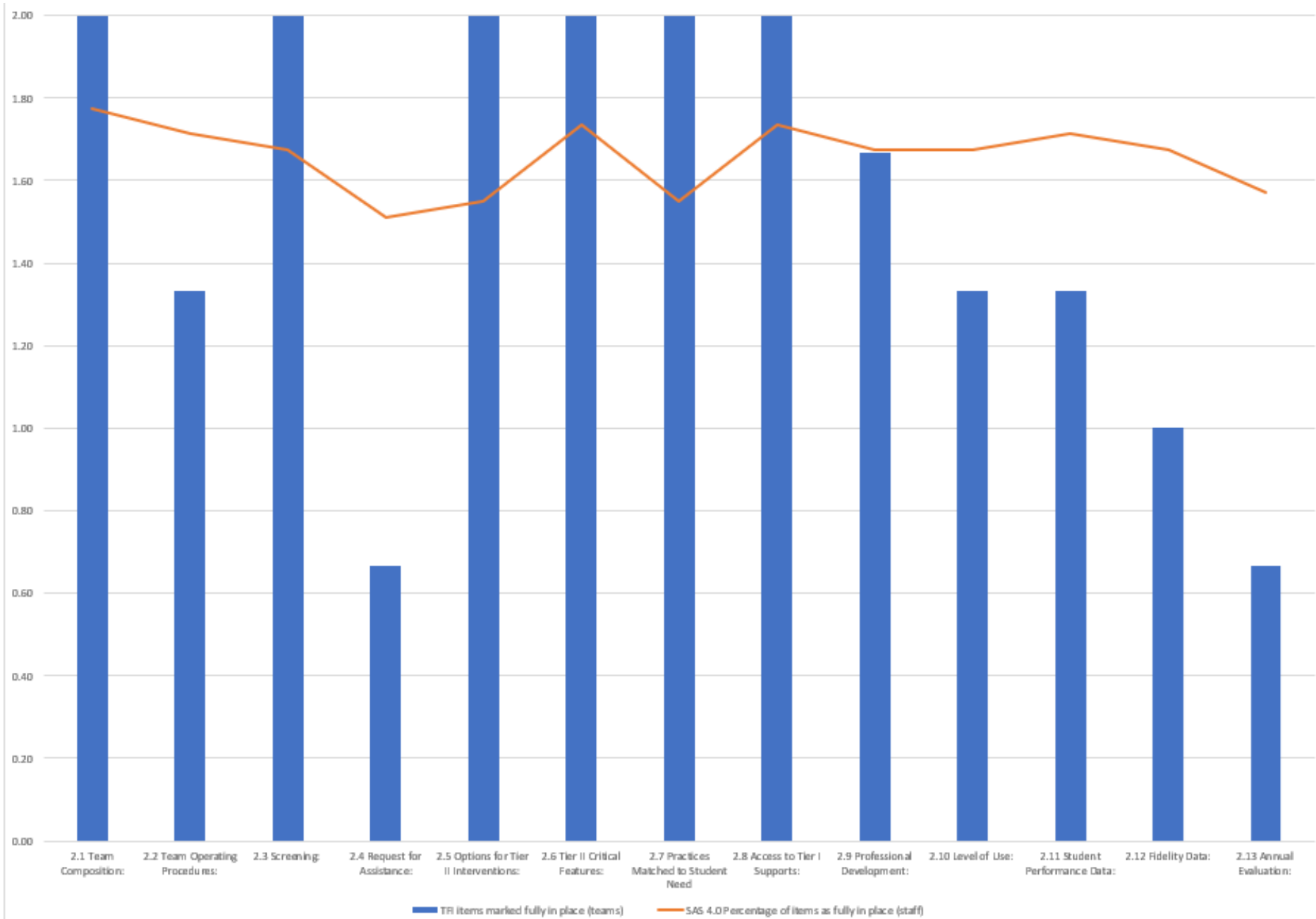
	Outclass	Lunch	Recess	Enrichment	PLC
Pre-Kindergarten	12:30 - 1:10	10:00 - 10:30	10:30 - 11:00		2:35 - 3:50
Kindergarten	11:45 - 12:30	10:15 - 10:45	2:10 - 2:40	9:10 - 9:55	2:35 - 3:50
1st Grade	1:10 - 1:55	10:40 - 11:10	11:10 - 11:40	12:05 - 12:50	2:35 - 3:50
2nd Grade	1:55 - 2:40	11:10 - 11:40	11:40 - 12:10	10:05 - 10:50	2:35 - 3:50

	Outclass	Lunch	Recess	Enrichment	PLC
3rd Grade	9:00 - 9:45	11:40 - 12:10	12:10 - 12:40	12:55 - 1:40	2:35 - 3:50
4th Grade	9:45 - 10:30	12:10 - 12:40	12:40 - 1:10	11:20 - 12:05	2:35 - 3:50
5th Grade	8:15 - 9:00	12:40 - 1:10	1:10 - 1:40	1:40 - 2:25	2:35 - 3:50

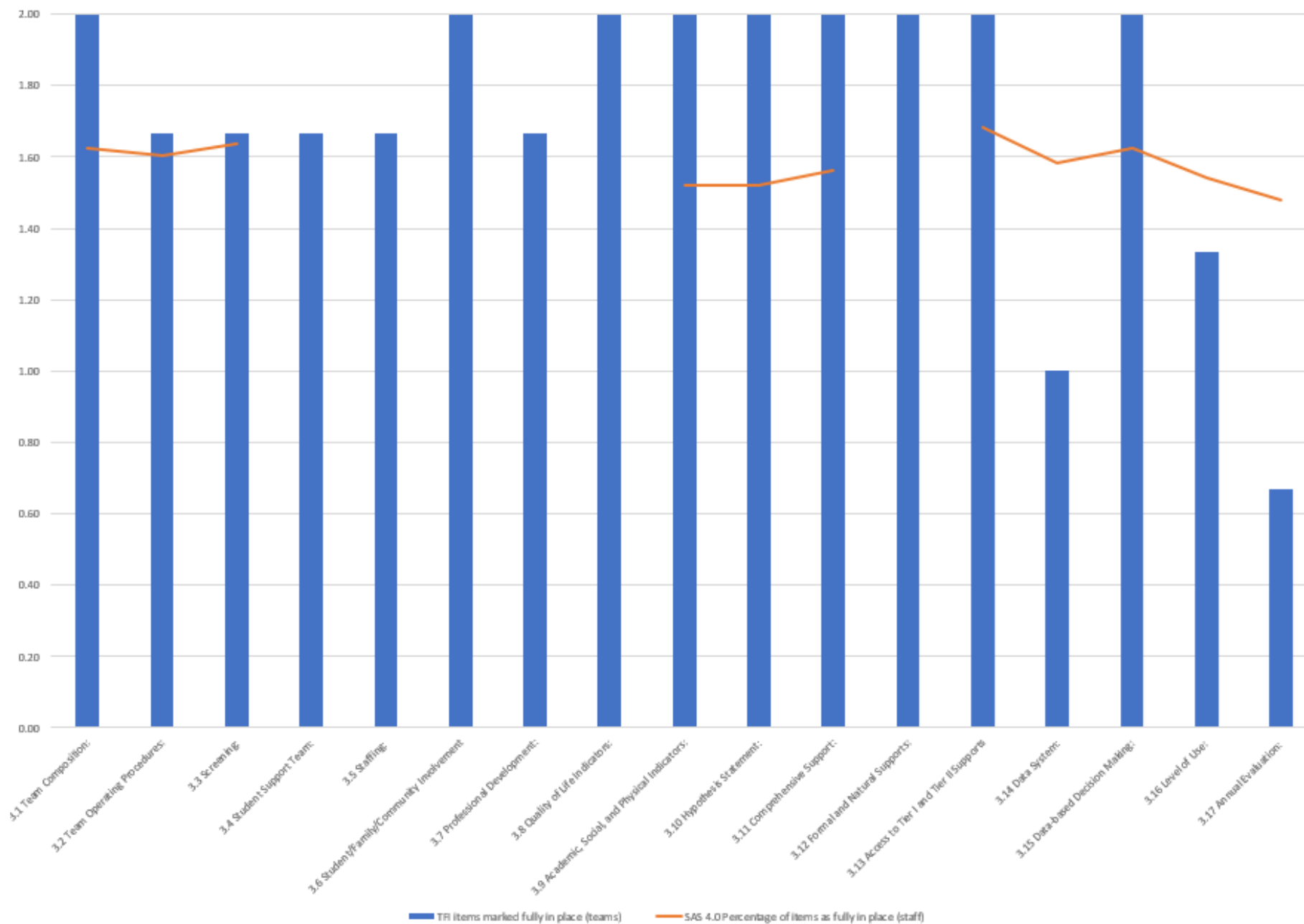
Tier I MTSS



Tier II MTSS



Tier III MTSS



School Processes & Programs Strengths

We believe that a strong professional culture—grounded in collaboration, clarity and shared leadership drives student success. One of the key structures supporting this culture is our commitment to Professional Learning Communities (PLCs). PLC time is intentionally built into the school day. This embedded time provides consistency for teachers to engage in meaningful collaboration and offers flexibility for campus administrators and specialists to join and support team efforts.

Each PLC is team-facilitated and operates with established norms, structured agendas and clear protocols that guide productive discussions around student data, instructional planning and intervention strategies. This model empowers teacher voice, encourages collective problem-solving and supports shared accountability for student learning.

Our master schedule has been carefully designed to maximize instructional time while also allocating daily team planning time. This additional layer of collaboration supports unit planning, lesson design, and alignment to curriculum expectations across grade levels and departments.

A major focus for our campus is developing leadership capacity across all staff members. Through professional development, mentoring and shared leadership opportunities, we aim to cultivate a campus culture where every educator sees themselves as a leader and decision-maker.

Annually, staff will engage in training on effective classroom management strategies that align with our campus-wide management framework. These strategies help promote consistency, positive relationships and safe learning environments for all students.

Beyond the school day, we are proud to offer a variety of extracurricular clubs and activities that help build student engagement and community. These include:

- National Elementary Honor Society (NEHS)
- Girls on the Run
- Boys on the Run
- Success Zone
 - Cooking
 - Chess
 - Engineering
 - Piano
 - Pickle Ball
 - Roblox
 - Soccer Stars
 - Spanish

These opportunities allow students to explore interests, build leadership skills and develop strong peer connections in a supportive environment.

As we enter our third year, Alyssa Ferguson Elementary continues to grow as a collaborative, student-centered, and future-focused learning community for both staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As student enrollment continues to increase, there is a growing need to maintain consistency in teaching expectations and student behavior systems to ensure a positive, consistent and effective learning environment campus-wide.

Root Cause: Our campus community continues to increase in student enrollment.

Perceptions

Perceptions Summary

Alyssa Ferguson Elementary, the 54th elementary school in Fort Bend ISD, honors its namesake, Alyssa Ferguson, a former student who left a lasting legacy through her compassion and leadership before her untimely passing in 2017 due to cancer. Unlike many other district schools named after board members, educators or notable local figures, Alyssa's story inspires our students to embody the district's profile of a graduate attributes by serving as compassionate citizens and servant leaders. Alyssa's impactful legacy, including her selfless Make-A-Wish project to build a water well in Africa, continues to influence and unite our campus community.

Since opening in August 2023, Alyssa Ferguson Elementary has focused intently on cultivating strong relationships and establishing a shared understanding of campus policies and procedures. Our staff, students and families collaboratively developed a clear campus mission, core values and expectations, which serve as the foundation for our school culture. This collaborative effort has created a positive environment where respect, responsibility, and academic excellence are prioritized.

Our campus remains committed to deepening these connections by implementing ongoing communication strategies, such as regular family engagement events, consistent updates through multiple communication platforms and opportunities for feedback. We recognize that fostering a strong sense of belonging and shared purpose among all stakeholders is essential for student success and school improvement.

Our goal is to ensure that every student, family member and staff member feels valued, heard and empowered to contribute to the ongoing growth and excellence of Alyssa Ferguson Elementary.

Student Emotional Engagement



In FBISD, this looks like...



Engagement within the Learner Experience



Profile of a Graduate Attributes



Communication & Collaboration



Accessing Resources

ELEMENTARY EMOTIONAL ENGAGEMENT DIMENSION OVERVIEW

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions.

There are FOUR factors within the Emotional Engagement Dimension:

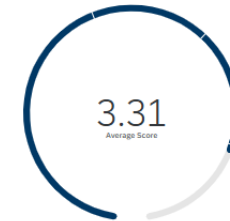
- Teacher Student Relationships
- Peer Support of Learning
- Family Support of Learning
- Disaffection

Each student response is assigned a value, for example "Strongly Agree" = 4, "Agree" = 3, etc., and these values are used to calculate an overall score for each dimension and factor. The level of engagement can be rated using the scale chart below.

Student Engagement Score Scale

Very Low	Low	Moderate	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

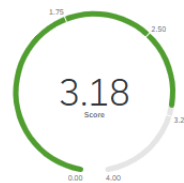
Overall Engagement Dimension Score



Teacher Student Relationships



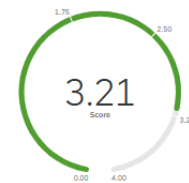
Peer Support of Learning



Family Support of Learning



Disaffection



Teacher Student Relationships

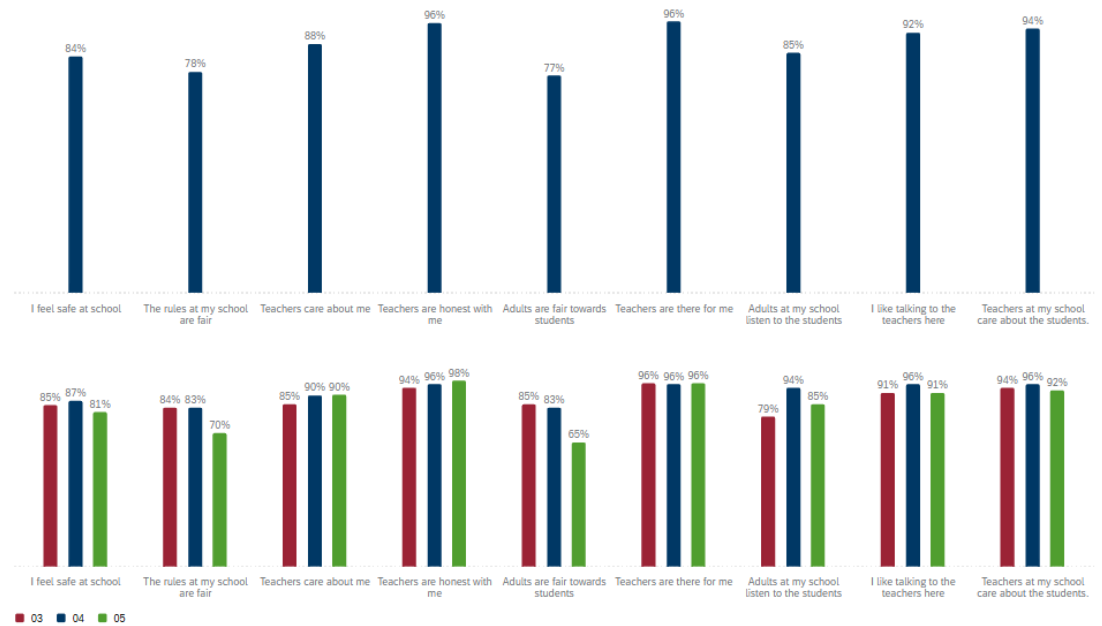
Overall

By Grade Level

Grade Level ↑	Average Teacher Student Relationship Score
03	3.33
04	3.36
05	3.15

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

Percent of Students Who "Agree" or "Strongly Agree".



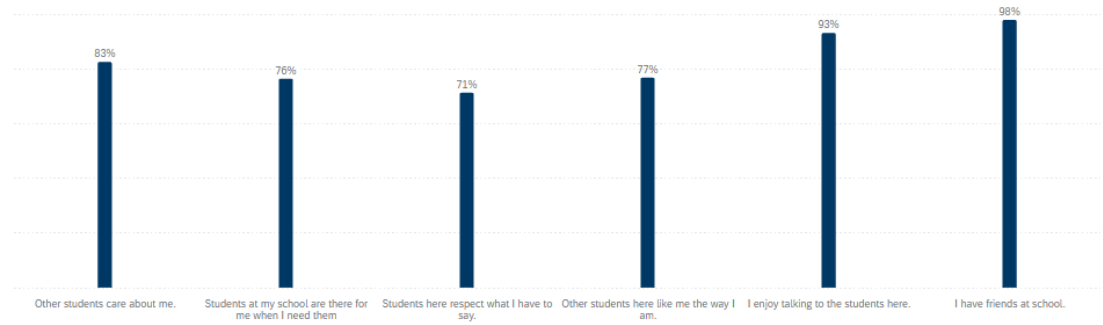
Peer Support of Learning

Grade Level ↑	Average Peer Support of Learning Score
03	3.14
04	3.37
05	3.11

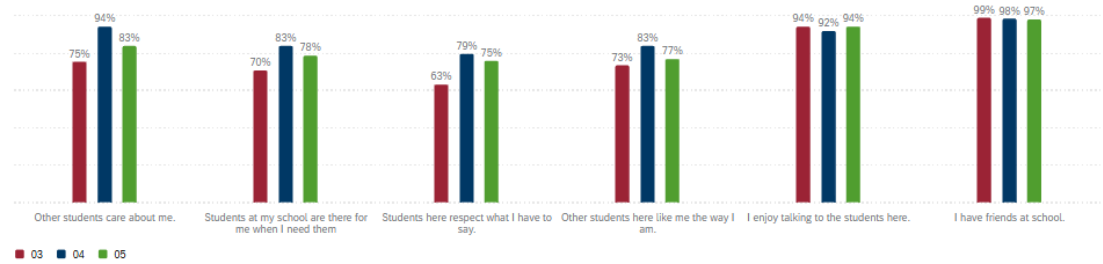
Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

Percent of Students Who "Agree" or "Strongly Agree".

Overall



By Grade Level



Family Support of Learning

Grade Level ↑	Average Family Support of Learning Score
03	3.65
04	3.72
05	3.69

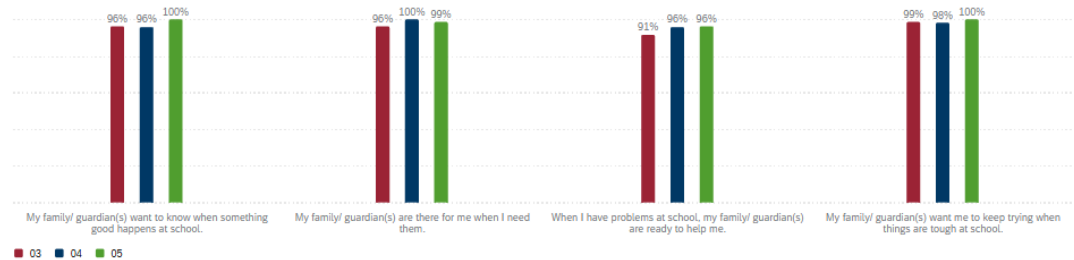
Questions in this dimension factor explore the degree in which students feel supported at home from their parent(s) and/or guardian(s) about school issues and events.

Percent of Students Who "Agree" or "Strongly Agree".

Overall



By Grade Level



Disaffection

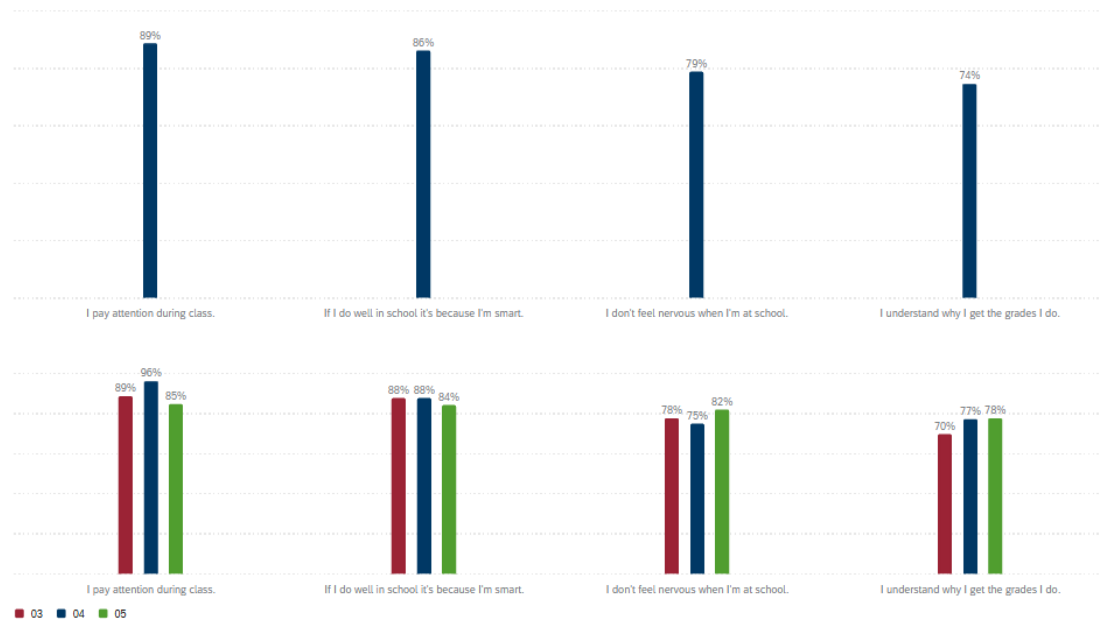
Grade Level ↑	Average Disaffection Score
03	3.22
04	3.22
05	3.19

Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. **These questions are framed in the negative to students and are scored used reversed values.**

Percent of Students Who Believe:

Overall

By Grade Level





In FBISD, this looks like...

- Student Ownership of Learning
- Feedback Cycles
- Progress Monitoring
- Goal Setting

ELEMENTARY COGNITIVE ENGAGEMENT DIMENSION OVERVIEW

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time.

There are TWO factors within the Cognitive Engagement Dimension:

- Future Goals and Aspirations
- Intrinsic Motivation

Each student response is assigned a value, for example "Strongly Agree" = 4, "Agree" =3, etc., and these values are used to calculate an overall score for each dimension and factor. The level of engagement can be rated using the scale chart below.

Student Engagement Score Scale

Very Low	Low	Moderate	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Overall Engagement Dimension Score



Intrinsic Motivation

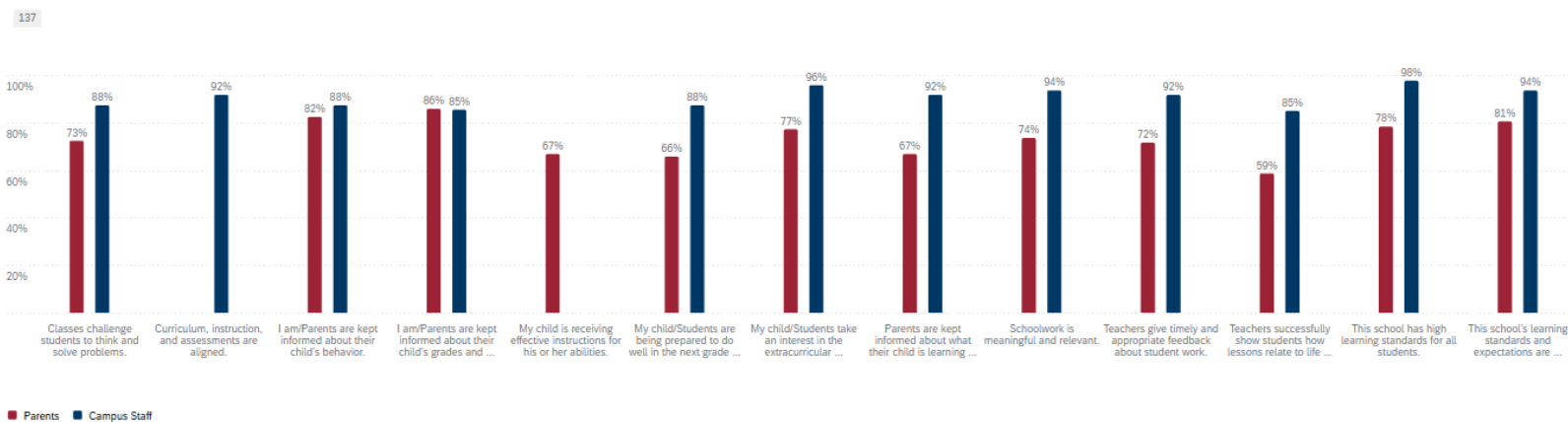


Future Goals and Aspirations



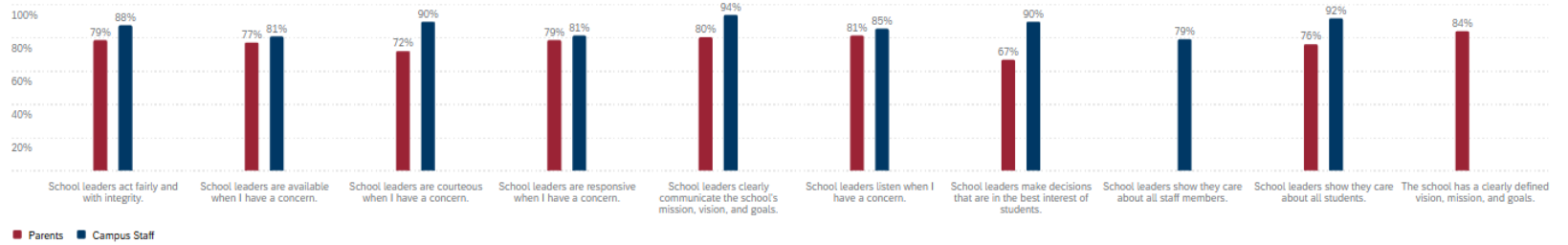
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Percent of Parents vs Campus Staff that Agree/Strongly Agree with Academic Support Questions



Academic Support Domain

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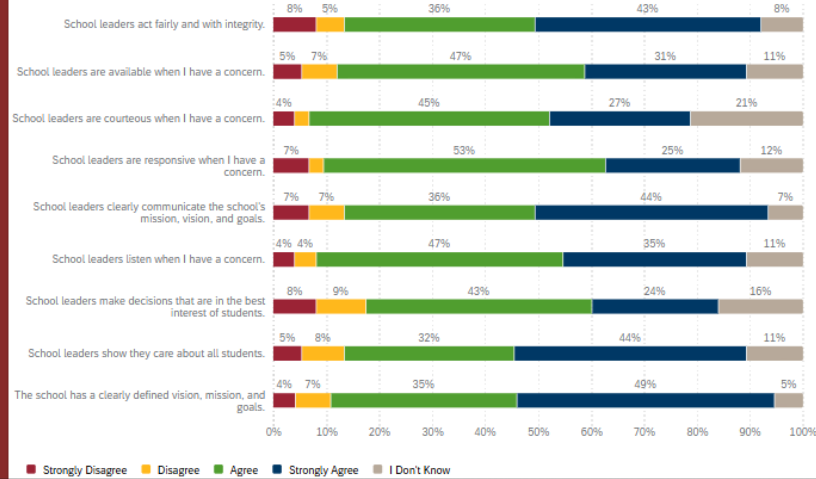


School Leadership Domain



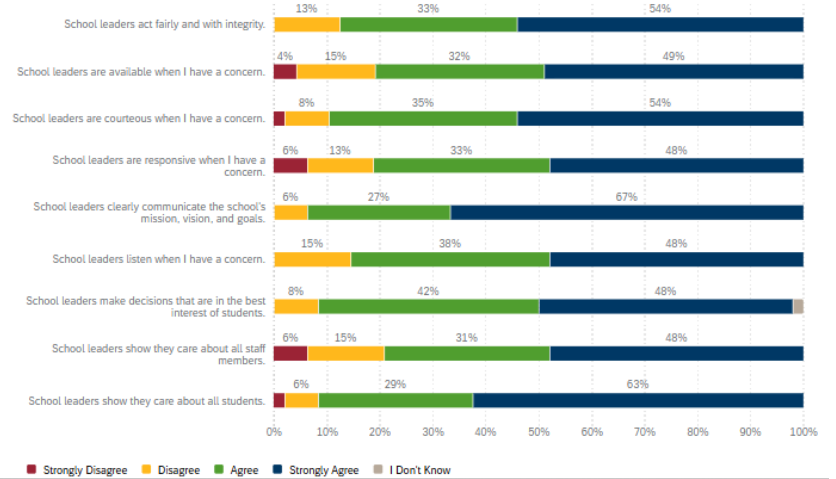
Parents

Parent Level of Agreement with School Leadership Questions **75**

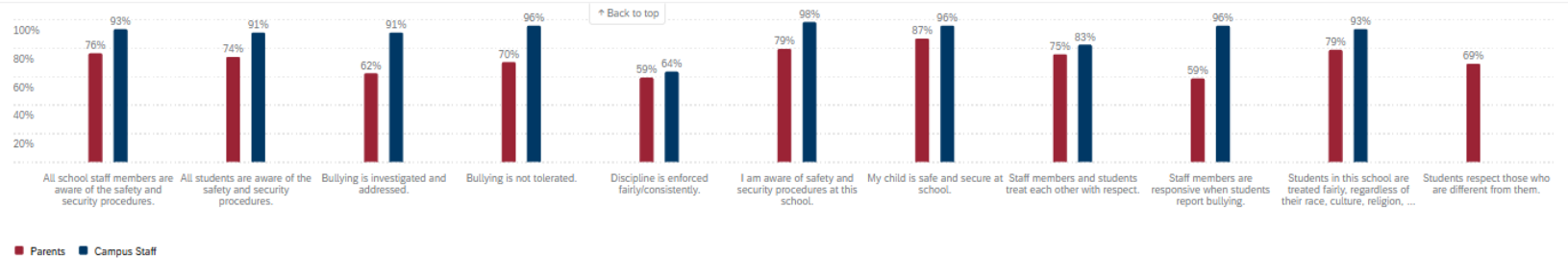


Campus Staff

Campus Staff Level of Agreement with School Leadership Questions **48**

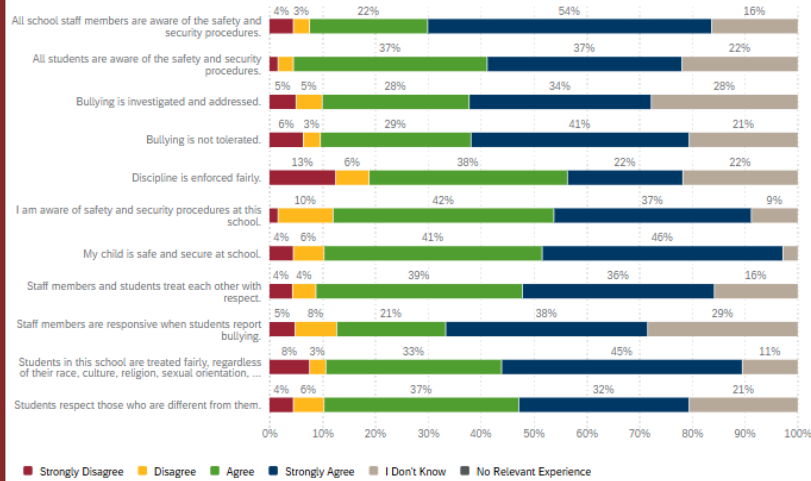


Safety and Behavior Domain



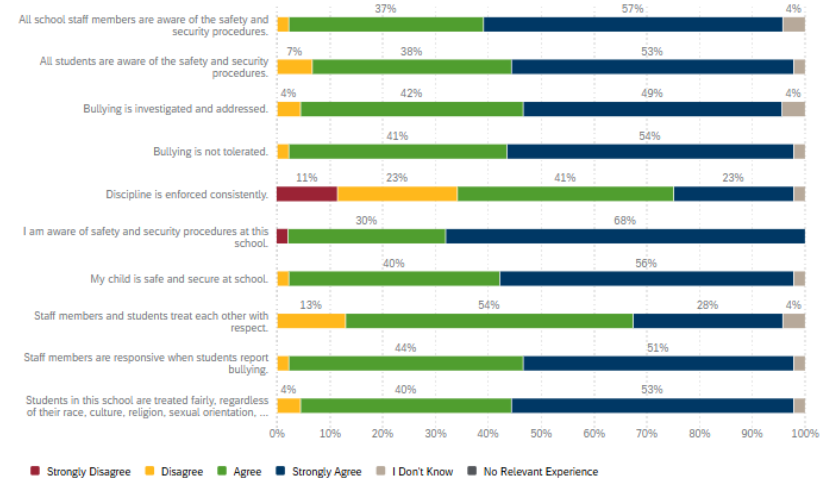
Parents

Parent Level of Agreement with Safety and Discipline Questions 69

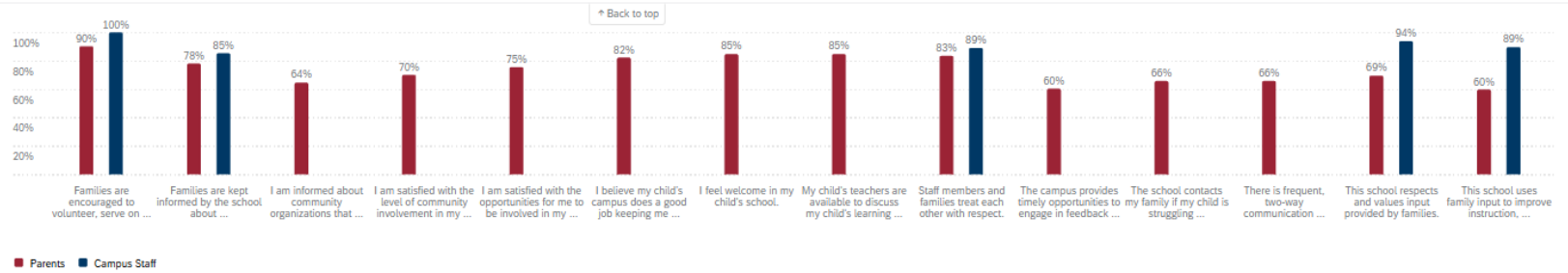


Campus Staff

Campus Staff Level of Agreement with Safety and Discipline Questions 47

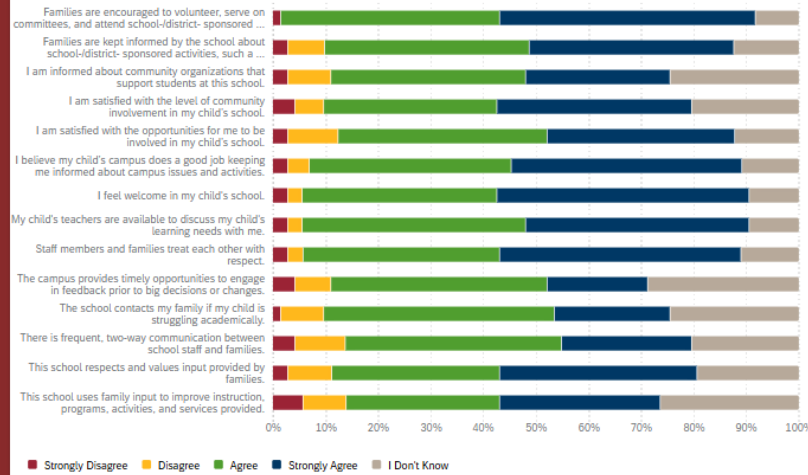


Family Involvement Domain



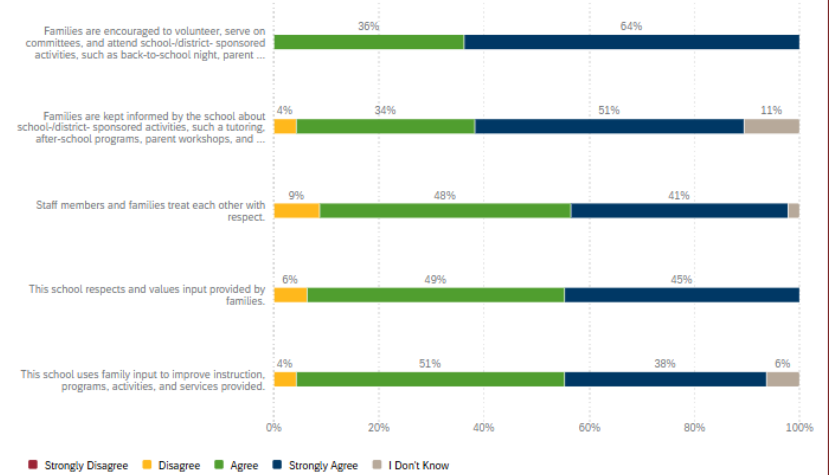
Parents

Parent Level of Agreement with Family Involvement Questions 73



Campus Staff

Campus Staff Level of Agreement with Family Involvement Questions 47



Perceptions Strengths

Alyssa Ferguson Elementary demonstrates a strong foundation in both emotional and cognitive engagement, as reflected in the recent student and stakeholder survey data. The school's performance across key engagement dimensions highlights a nurturing, academically focused and community-connected environment.

Teacher-Student Relationships- Students report a high level of trust and connection with their teachers, with a score of 3.27. There is a culture of respect, fairness and emotional safety.

Family Support- With a score of 3.68, the Family Support of Learning dimension indicates that students feel highly supported by their families in their educational journey. We have effective school-family communication and a shared commitment to student success.

Cognitive Engagement- Students report strong Intrinsic Motivation, 3.62 and clear Future Goals and Aspirations, 3.64. Which shows that our learning environment that encourages

curiosity, goal-setting, a forward-thinking mindset and long-term success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey data from both families and staff reveal concerns about the fairness and consistency of how student discipline is enforced across our campus.

Root Cause: We are continuing to calibrate our systems, expectations and practices for behavior management. Staff are working to align their understanding and application of discipline procedures, while families are simultaneously learning how these systems operate.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, the percentage of 3rd - 5th grade students that score meets grade level or above on the STAAR Reading Assessments will increase from 72% to 76%.

Evaluation Data Sources: NWEA MAP Projections
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: All grades will administer district and campus reading Common Formative Assessments (CFAs) aligned to priority TEKS on a regular cycle to monitor student progress, identify misconceptions and adjust instruction to ensure all students' learning needs are met. Strategy's Expected Result/Impact: All students receive high-quality reading instruction tailored to their individual needs, including targeted interventions and enrichment opportunities, resulting in increased mastery of grade level TEKS and improved performance on the STAAR Reading assessment. Staff Responsible for Monitoring: Campus administration and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional staff will receive ongoing and actionable observations and feedback to foster a growth-oriented culture. Walkthrough data will be analyzed to identify strengths, challenges and trends informing targeted next steps for improvement for teachers and students including intervention and enrichment. Strategy's Expected Result/Impact: Students will benefit from more responsive and targeted instruction, leading to increased mastery of grade-level TEKS and improved assessment performance. Staff will demonstrate clarity in instructional practices, greater alignment to campus and district expectations and increased confidence in implementing effective teaching strategies. Staff Responsible for Monitoring: Campus administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score meets grade level or above on the STAAR Math Assessments will increase from 52% to 60%.

Evaluation Data Sources: NWEA MAP Projections
STAAR

Strategy 1 Details	Reviews			
Strategy 1: All grades will administer district and campus math Common Formative Assessments (CFAs) aligned to priority TEKS on a regular cycle to monitor student progress, identify misconceptions and adjust instruction to ensure all students' learning needs are met. Strategy's Expected Result/Impact: All students receive high-quality math instruction tailored to their individual needs, including targeted interventions and enrichment opportunities, resulting in increased mastery of grade level TEKS and improved performance on the STAAR Math assessment. Staff Responsible for Monitoring: Campus administration and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
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	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, the percentage of 5th grade students that score meets grade level or above on the STAAR Science Assessments will increase from 29% to 35%.

Evaluation Data Sources: NWEA MAP Projections
STAAR

Strategy 1 Details	Reviews			
Strategy 1: All grades will administer district and campus reading Common Formative Assessments (CFAs) aligned to priority TEKS on a regular cycle to monitor student progress, identify misconceptions and adjust instruction to ensure all students' learning needs are met. Strategy's Expected Result/Impact: All students receive high-quality science instruction tailored to their individual needs, including targeted interventions and enrichment opportunities, resulting in increased mastery of grade level TEKS and improved performance on the STAAR Science assessment. Staff Responsible for Monitoring: Campus administration and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
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	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 4: By May 2026, 80% of all students, in grades K-2, will grow at least one year in reading as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: NWEA MAP Growth Reports
NWEA Student Progress Reports

Strategy 1 Details	Reviews			
Strategy 1: All grades will administer district and campus reading Common Formative Assessments (CFAs) aligned to priority TEKS on a regular cycle to monitor student progress, identify misconceptions and adjust instruction to ensure all students' learning needs are met. Strategy's Expected Result/Impact: All students receive high-quality reading instruction tailored to their individual needs, including targeted interventions and enrichment opportunities, resulting in increased mastery of grade level TEKS and growth demonstrated on Map Growth. Staff Responsible for Monitoring: Campus administration and teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Instructional staff will receive ongoing and actionable observations and feedback to foster a growth-oriented culture. Walkthrough data will be analyzed to identify strengths, challenges and trends informing targeted next steps for improvement for teachers and students including intervention and enrichment. Strategy's Expected Result/Impact: Students will benefit from more responsive and targeted instruction, leading to increased mastery of grade-level TEKS and improved assessment performance. Staff will demonstrate clarity in instructional practices, greater alignment to campus and district expectations and increased confidence in implementing effective teaching strategies. Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 5: By May 2026, 80% of all students, in grades K-2, will grow at least one year in math as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: NWEA MAP Growth Reports
NWEA Student Progress Reports

Strategy 1 Details	Reviews			
Strategy 1: All grades will administer district and campus reading Common Formative Assessments (CFAs) aligned to priority TEKS on a regular cycle to monitor student progress, identify misconceptions and adjust instruction to ensure all students' learning needs are met. Strategy's Expected Result/Impact: All students receive high-quality math instruction tailored to their individual needs, including targeted interventions and enrichment opportunities, resulting in increased mastery of grade level TEKS and growth demonstrated on Map Growth. Staff Responsible for Monitoring: Campus administration and teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
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Strategy 2: Instructional staff will receive ongoing and actionable observations and feedback to foster a growth-oriented culture. Walkthrough data will be analyzed to identify strengths, challenges and trends informing targeted next steps for improvement for teachers and students including intervention and enrichment. Strategy's Expected Result/Impact: Students will benefit from more responsive and targeted instruction, leading to increased mastery of grade-level TEKS and improved assessment performance. Staff will demonstrate clarity in instructional practices, greater alignment to campus and district expectations and increased confidence in implementing effective teaching strategies. Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, we will increase overall elementary student engagement by 4% from 2.58 to 2.68 through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Culture-Climate and Student Engagement Survey.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a comprehensive campus-wide initiative that integrates character development with the PAC principles through Firefly lessons, ensuring students feel valued, connected and motivated to participate in their learning. Strategy's Expected Result/Impact: Engage elementary students by incorporating their interests and voices into classroom activities and school-wide events, promoting student-led initiatives and providing opportunities for meaningful participation. Decrease in student referrals because they have a solid understanding of campus expectations and character development. Staff Responsible for Monitoring: Campus administration, teachers, club sponsors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: We will hold family engagement events once each semester that intentionally focus on student engagement and wellness. Strategy's Expected Result/Impact: Students will demonstrate increased connection to school through participation in engagement activities, improved wellness practices, and consistent reinforcement of PAC principles at home and school. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, 100% of resources purchased for Alyssa Ferguson Elementary will align with campus needs, remain within the campus budget allotment and directly support improvements in campus safety, climate, culture and/or student achievement outcomes.

Evaluation Data Sources: Campus budget, FBISD curriculum, budget reports

Strategy 1 Details	Reviews			
Strategy 1: The principal will review all resource requests to ensure they align with campus priorities, support student success and remain within the allotted budget. Strategy's Expected Result/Impact: Ensure effective use of funds to enhance safety, climate, culture and student achievement. Staff Responsible for Monitoring: Campus administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				