

Fort Bend Independent School District

Alyssa Ferguson Elementary

2024-2025 Campus Improvement Plan



Board Approval Date: March 24, 2025

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 opened August 2023 with a projected enrollment of 498 students. We are located in a master-planned community, Sienna Plantation. The majority of students came to us from one FBISD campus, Donald Leonetti Elementary with the remaining students joining us from other public schools in and out of the district, along with private schools.

We service a variety of learners including Special Education, 504, Gifted and Talented, English Language Learners.

We currently have 698 students enrolled as of July, 2024.

Race/Ethnicity	Percent of Students	Number of Students
Hispanic- Latino	18.5	129
American Indian	2.3	16
Asian	23.9	167
Black- African American	39.4	275
White	25.6	179
Two-or-more	7.9	55
Nat Haw/Pac Isl	0.9	6
Total (not including Hispanic-Latino)	100.0	698

School Population	Percent	Count
ECE	2.2	15
Pre-Kindergarten	6.9	48
Kindergarten	14.9	104
1st Grade	14.6	102

School Population	Percent	Count
2nd Grade	15.6	109
3rd Grade	14.3	100
4th Grade	14.3	100
5th Grade	17.2	120
Total	100.0	698

Student Programs	Percent of Students	Number of Students
Gifted and Talented	5.0	35
Regional Day School for the Deaf		Unknown
Section 504	1.4	10
Special Education	16.2	113
EB/ESL	11.5	80
Dyslexia	4.0	28

Demographics Strengths

Our families come to us from the surrounding neighborhood and all live less than two miles from the school. Alyssa Ferguson Elementary was constructed to address the growth in this area of Fort Bend County.

Parents and the community were eager to get to know one another and come together for the opening of Alyssa Ferguson Elementary. They were eager to attend campus events to show great support and enthusiasm of our school community.

Our school community has an active Parent Teacher Organization. This last year was their inaugural year as an organization and supported many events on the

campus. The volunteers logged 5,028 hours.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate for Alyssa Ferguson Elementary Pre-kindergarten students was 92.89%. This is below the District expectation of 95.30%.

Root Cause: Some prekindergarten families are new to the District, campus and the education system. We need to educate them on the attendance policies and procedures. There has also been a shift in mentality of what "sick" looks like post-COVID. We can better communicate the attendance expectations with parents to ensure they understand the consequences for excessive unexcused absences.

Student Learning

Student Learning Summary

Alyssa Ferguson Elementary has assessment systems in place and continuously analyzes student learning data. Data is reviewed during PLC meetings, planning meetings and PDs throughout the school year. Below is some of the data that is reviewed.

STAAR

Third Grade Math					Third Grade ELA			
Year	Approaches	Meets	Masters		Year	Approaches	Meets	Masters
2024	83.87%	63.44%	20.43%		2024	84.95%	36.56%	20.43%
Fourth Grade Math					Fourth Grade ELA			
Year	Approaches	Meets	Masters		Year	Approaches	Meets	Masters
2024	66.67%	40.47%	25.93%		2024	93.34%	31.43%	35.24%
Fifth Grade Math					Fifth Grade ELA			
Year	Approaches	Meets	Masters		Year	Approaches	Meets	Masters
2024	89.61%	61.04%	28.57%		2024	92.31%	29.49%	42.31%
Fifth Grade Science								
Year	Approaches	Meets	Masters					
2024	67.95%	58.98%	8.97%					

Spring STAAR Interim

STAAR Interim March 2024			
Grade	Reading	Math	Science
3rd	96.00%	77.00%	NA
4th	83.00%	55.00%	NA
5th	96.00%	93.00%	57.00%

TELPAS

Kindergarten Composite				
Year	Beginner	Intermediate	Advanced	Advanced High

Kindergarten Composite				
2024	0.00%	9.00%	64.00%	27.00%
1st Grade Composite				
Year	Beginner	Intermediate	Advanced	Advanced High
2024	7.00%	57.00%	14.00%	21.00%
2nd Grade Composite				
Year	Beginner	Intermediate	Advanced	Advanced High
2024	0.00%	77.00%	23.00%	0.00%

3rd Grade Composite				
Year	Beginner	Intermediate	Advanced	Advanced High
2024	0.00%	0.00%	47.00%	53.00%
4th Grade Composite				
Year	Beginner	Intermediate	Advanced	Advanced High
2024	0.00%	10.00%	60.00%	30.00%
5th Grade Composite				
Year	Beginner	Intermediate	Advanced	Advanced High
2024	0.00%	0.00%	71.00%	29.00%

	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	EB/EL (Current & Monitored)	Econ Dis	Spec Ed (Current)
All										
Percent of Tests										
% at Approaches GL Standard or Above	82%	80%	78%	84%	100%	88%	88%	90%	70%	57%

	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	EB/EL (Current & Monitored)	Econ Dis	Spec Ed (Current)
% at Meets GL Standard or Above	57%	51%	54%	57%	100%	67%	58%	69%	41%	32%
% at Masters GL Standard	27%	22%	29%	25%	75%	36%	28%	36%	18%	10%
Number of Tests										
# at Approaches GL Standard or Above	504	189	76	87	4	104	44	65	94	66
# at Meets GL Standard or Above	346	122	53	59	4	79	29	50	55	37
# at Masters GL Standard	166	53	28	26	3	42	14	26	24	11
Total Tests	611	237	98	104	4	118	50	72	135	

Student Learning Strengths

This year, Alyssa Ferguson Elementary received baseline scores in all assessed areas.

Alyssa Ferguson Elementary provides intervention/enrichment small group learning to students during a 45-minutes block of instruction during the day. This is a time where students receive individualized targeted instruction that supports growth on all levels.

Every 6-8 weeks we hold Student Support Team meetings to monitor the progress of all students. This is also a time to discuss support plans for students who are new to the campus and or identified as not meeting expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our science scores are above the District and State average but below 70%.

Root Cause: Teachers need additional support with the science instructional model, content, resources and hands on experiments.

School Processes & Programs

School Processes & Programs Summary

Alyssa Ferguson Elementary provides all instructional programs required by the District. The campus follows the District curriculum that is aligned with the TEKS. The teachers will use supporting documents to assist with appropriate pacing and planning of units.

Teachers will collaborate weekly in professional learning communities and at grade-level planning meetings to discuss and strengthen instruction with the support of specialists and administrators. Instructional strategies are research-based, reviewed, practiced, and shared at faculty meetings, professional development days, school literacy team meetings, math team meetings and PLC meetings.

Processes and programs will be analyzed and driven by a collection of student data.

Alyssa Ferguson Elementary has an organization system that includes:

- Administrative Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator and Executive Assistant
- Team Leaders: One representative from Pre-Kindergarten, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Special Education, Outclass and Office

The master schedule is set up to maximize instructional time and provide time for team planning and collaboration. The schedule is as follows:

	Outclass	Lunch	Recess	Enrichment	PLC
Pre-Kindergarten	12:30-1:10	10:15-10:45	1:45-2:15		2:35-3:50
Kindergarten	11:45-12:30	10:10-10:40	10:40-11:10	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
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

Component	Overall Percent Observed	ES
Number of Observations	109	109
Learning Framework Classroom Clarity		
CC1. Instruction aligns to the rigor of the standards.	85%	85%
CC2. Instruction aligns to the scope & sequence	92%	92%
CC3. Instruction aligns to the instructional model/lesson framework.	89%	89%

CC4. The learner experience aligns to the classroom learning intentions and success criteria	77%	77%
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success looks like.	40%	40%
CC6. Students can articulate what they are learning and what success looks like.	67%	67%
CC7. Students engage in work that shows evidence of their thinking through authentic student work.	67%	67%
CC8 Total	31%	31%
CC8. (Teacher Models) Uses student work (exemplar, individual, or peer) to annotate success criteria.	16%	16%
CC8. (Student Observed) Uses student work (exemplar, individual, or peer) to annotate success criteria.	16%	16%
CC9 Total	49%	49%
CC9. (Teacher Models) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	11%	11%
CC9. (Student Observed) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	38%	38%

Campus CST Data 2023-2024				Comparative Campus CST Data 2018-2024											
Elementary Campuses	Rigor (70%)	S&S (85%)	IIM (75%)	Scope & Sequence Target 85%						Rigor Target 70%					
				18-19	19-20	20-21	21-22	22-23	23-24	18-19	19-20	20-21	21-22	22-23	23-24
Overall District	85%	92%	89%	84%	87%	79%	86%	79%	92%	70%	71%	76%	79%	72%	85%
Ferguson	85%	91%	88%						91%						85%

School Processes & Programs Strengths

Professional Learning Community time is built into the school day so that teams meet once every two weeks. This provides flexibility for the campus administration and specialists to attend. Each meeting is facilitated by the team. Norms are developed and followed by each team with agendas and clear protocols.

- The Alyssa Ferguson Elementary master schedule will maximize instruction and allows time for daily team planning.
- Professional Learning Community time has been built weekly into the school day and provides flexibility for administrators and specialists to attend
- A focus for our campus will be placed on growing leadership capacity within all staff.
- Staff will be trained on effective classroom management skills that utilize PBIS with students.
- Development of the Alyssa Ferguson Elementary Instructional Guidebook clearly defines curriculum expectations for staff.
- Development of the faculty handbook clearly defines expectations for staff.

Alyssa Ferguson Elementary offers a variety of clubs and activities outside of the school day.

- NEHS
- Girls on the Run
- Boys on the Run
- Success Zone
 - Cooking
 - Chess
 - Engineering
 - Piano
 - Pickle Ball
 - Roblox
 - Soccer Stars
 - Spanish

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff will need ensure that learner experiences are aligned to the rigor, scope and sequence and the District instructional models with fidelity.

Root Cause: During our inaugural year we focused on building relationships, systems, expectations and foundational norms in addition to instruction.

Perceptions

Perceptions Summary

The 54th elementary school in Fort Bend ISD would be named after Alyssa Ferguson. Whereas many of the district's other schools are named after former board members, educators or famous county figures, Alyssa Ferguson Elementary School's namesake is a former student who left her mark on the district before her untimely death in 2017 from cancer.

"As a committee, we felt Alyssa's life provides a great example to our students on how they can utilize the profile-of-a-graduate attributes in serving as compassionate citizens and servant leaders," FBISD board President Dave Rosenthal said.

Ferguson, who died at age 15, also impressed scores of Fort Bend County leaders and residents when she opted to use her Make-A-Wish to help build a well for a village in Africa.

Alyssa Ferguson Elementary opened its doors in August 2023. During the inaugural school year the campus and community worked hard to build relationships and communicating expectations for campus policies and procedures.

A campus mission, core values and expectations were developed by the staff, students and school community.

Student Perception Survey:

Data shows 93% of students feel that their teachers are there for them when they need them

97% of the students feel as though their teachers are honest with them.

88% of the students feel as though the adults at the school listen to them.

88% of the students feel as though teachers care about them as a person and a student.

Learning Walk data:

92% of classrooms observed had behavior expectations visible and written positively

71% of teacher positively acknowledges expected student behaviors

42% of students observed were using strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	96%	Family Involvement
Families are kept informed by the school about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	94%	Family Involvement
Parents are kept informed about what their child is learning in school.	93%	Academic Support
I am satisfied with the opportunities for me to be involved in my child's school.	93%	Family Involvement
I am kept informed about my child's behavior.	91%	Academic Support

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students receive the individual support they need to prepare for the future.	24%	Student Support
My child is receiving effective instruction for his or her abilities.	23%	Academic Support
Students in this school receive support that addresses their individual needs.	23%	Student Support
This school has high learning standards for all students.	21%	Academic Support
I am aware of safety and security procedures at this school.	21%	Safety and Behavior

Highest-ranking Indicators

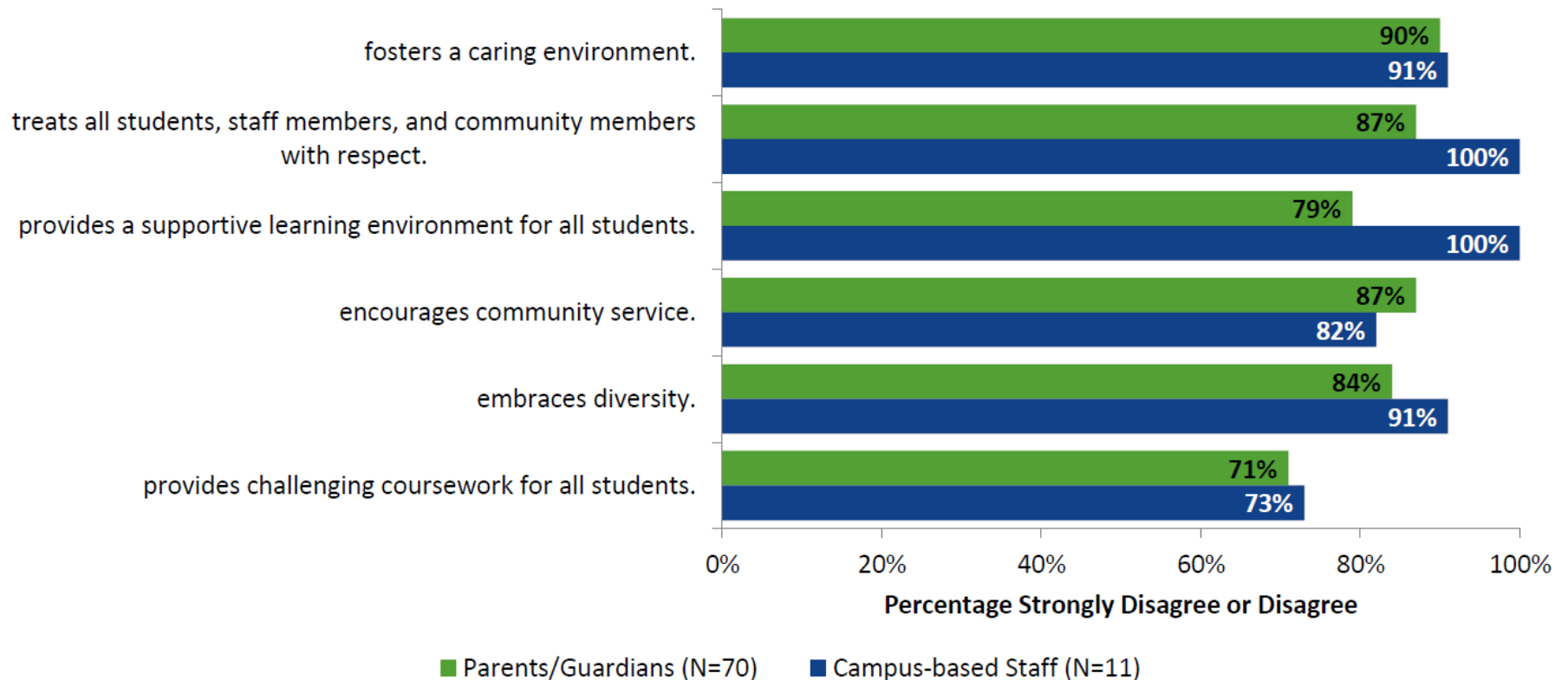
Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families and staff members treat each other with respect.	100%	Family Involvement
This school respects and values input provided by families.	100%	Family Involvement
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	100%	Family Involvement
I am aware of safety and security procedures at this school.	100%	Safety and Behavior
All school staff members are aware of the safety and security procedures.	100%	Safety and Behavior

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
School leaders are responsive when I have a concern.	20%	School Leadership
School leaders clearly communicate the school's mission, vision, and goals.	20%	School Leadership
School leaders are available when I have a concern.	20%	School Leadership
Discipline is enforced consistently for all students.	18%	Safety and Behavior
This school uses family input to improve instruction, programs, activities, and services provided.	10%	Family Involvement

Community Perceptions: Comparison by Respondent Type

To help campus leaders fully understand community perceptions of their school, please tell us how strongly you agree or disagree with the following statements. Your/Your child's school...

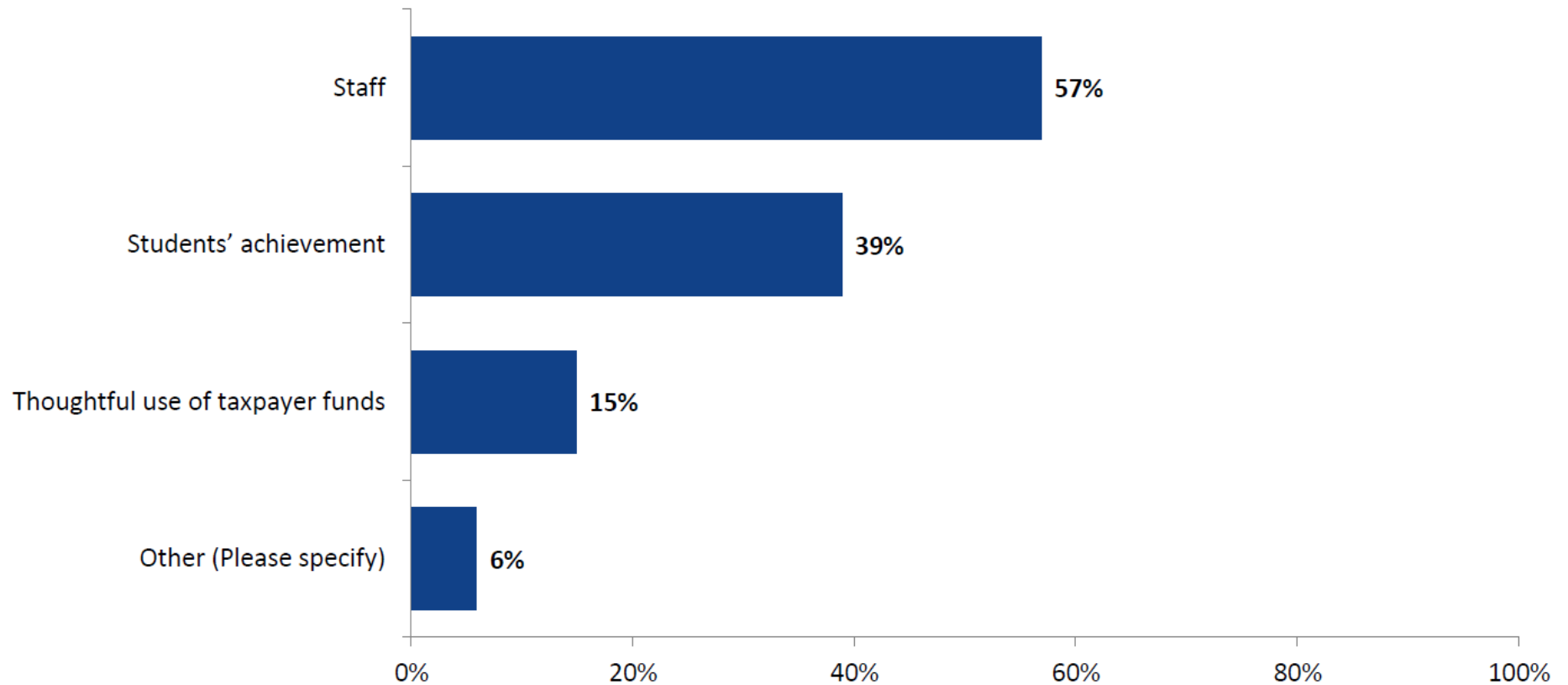


Perceptions Strengths

Alyssa Ferguson Elementary has prioritize connecting with the students, families and community. The first community event that we held was a Hopes and Dreams event. The purpose of this event was to capture what our Firefly families and students desire from their journey at Alyssa Ferguson Elementary. This information, in conjunction with the collected input from the student Hopes and Dreams survey guided our school community through the process of developing the shared creation of our campus mission and vision.

School Pride (Continued)

What are you proud of when you think of your school? (N=67)



Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a discrepancy between campus based staff perceptions and parent/guardian perceptions regarding providing a supportive learning environment for all

students.

Root Cause: We are a new campus and still building relationships, establishing and sharing expectations with all.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

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 June 2025, Alyssa Ferguson Elementary will develop and execute systems of instruction through the alignment of instruction models, small group instruction, targeted intervention, student ownership, scope and sequence and rigor as evidenced by indicators of success.

Indicators of Success: By October 2024, Science teachers will engage in PD to support Science lesson alignment to curriculum, instructional model, and rigor. Teachers will also establish a baseline for student knowledge of utilizing the CER model to show science content knowledge.

By December 2024, March and May 2025, CER data will show as increase of 5% each quarter.

By October 2024, ELA teachers will engage in PD to effectively implement small group lessons, CER strategies, intervention lessons, and phonics/word work lessons.

By October 2024, a baseline for students' literacy levels will be collected according to MAP and/or teacher small group data.

By December 2024, March and May 2025, percentage of students at/above grade level reading level will increase 2% each quarter.




Summative Indicators of Success:

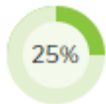


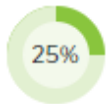






By May 2025, increase STAAR Science passing rate from 68% to 74%.

By May 2025, increase STAAR Reading meets/masters from 69% to 74%.

By May 2025, 80% of students will demonstrate 1 years worth of growth of reading fluency based on the MAP Fluency assessment

By May 2025, 80% of students will demonstrate proficient (typical) or higher on Claim Evidence Reasoning (CER) writing according to a campus standardized rubric.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in professional development to support knowledge and increased understanding of instructional model, small group instruction, and student ownership of learning.</p> <p>Strategy's Expected Result/Impact: Students will engage in rigorous lessons and be provided formative assessments that check for understanding prior to summative assessments; Students will be provided with differentiation through small group to support individualized growth according to data collection. Students will engage in feedback with teachers and peers to meet instructional goals aligned to success criteria/learning progressions. This will directly impact the percentage of students reading at/above reading level and increase our STAAR results.</p> <p>Staff Responsible for Monitoring: Administration; Specialists; Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				




Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in effective PLCs with protocols to support planning and delivery of lessons aligned to instructional model, small group instructional model, and student ownership of learning practices. Strategy's Expected Result/Impact: Students will be provided instruction aligned to the TEKS and rigor expectations; Students will engage in intentionally planned small group instruction to support their differentiated learning needs. Students will engage in practices that will provide clarity of the learning objectives. This will directly impact our percentage of students engaging in feedback protocols, percentage of students reading at/above level, and increase our STAAR results. Staff Responsible for Monitoring: Administration; Specialists; Teachers 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 5: Effective Instruction Funding Sources: - 199 General Fund - \$1,500		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will support GT students through parent partnerships with increased communication, detailing current learning objectives, additional practice resources, upcoming assessments and projects, and opportunities for parental support. Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student proficiency increases. This will directly impact our percentage of students reading at/above level and increase our STAAR results. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 General Fund - \$500		Formative			Summative
		Oct	Dec	Feb	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

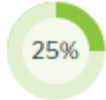






Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Alyssa Ferguson Elementary will improve in providing a supportive learning environment for all students through the implementation of PBIS practices, wellness practices and professional learning as evidenced through the indicators of success.

Indicators of Success: Formative:
By August 2024, campus staff will be provided PD on campus systems, procedures and how to effectively implement PBIS strategies to clearly communicate and model expectations.
By September 2024, Bright Bucks will be implemented.
By September 2024, campus administration will hold expectation assemblies with each grade level.
By December 2024, we would have held at least 3 Bright Buck shows.

Summative:
By June 2025, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented in December 2024.

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS system and provide students with opportunities to engage in SEL learning, including but not limited to respect agreements, wellness practices, community circles, guidance lessons, and a campus-wide incentive and recognition program. Strategy's Expected Result/Impact: Foster a positive school culture, relationships, and school pride resulting in increased number of positive responses on student engagement surveys and decreased office referrals. Staff Responsible for Monitoring: Administration, Teachers, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				








Strategy 2 Details	Reviews			
Strategy 2: Campus and classroom systems and expectations will be explicitly taught and modeled through our Firefly lessons. Strategy's Expected Result/Impact: Increased student understanding of systems, procedures, and guidelines for success. Increase respect among students/peers, teachers, and staff. Staff Responsible for Monitoring: Administration, Teachers, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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 June 2025, Alyssa Ferguson Elementary will implement measures to increase daily student attendance as evidenced through the indicators of success.

Indicators of Success: Increase parent communication regarding attendance
Create a nine week or monthly incentive for perfect attendance and no tardies

Strategy 1 Details		Reviews			
Strategy 1: Campus will provide families with on-going student attendance information and state expectations/compulsory attendance laws to support student growth and improvement. Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that attendance and student academic proficiency increases. PK- from 94.7% to 95.3% K- from 94.1% to 95.3% 1- from 95.5% to 95.3% 2- from 95.3% to 96.0% 3- from 96.2% to 96.0% 4- from 95.7% to 96.5% 5- from 94.3% to 96.0% Staff Responsible for Monitoring: Administration; Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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