

# **Fort Bend Independent School District**

## **Arizona Fleming Elementary**

### **2023-2024 Formative Review**



# 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!

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# 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 2024, AFE will improve the effectiveness of literacy instruction by implementing an aligned curriculum, student ownership of learning practices, and targeted interventions and enrichment opportunities, as evidenced through the indicators of success.

**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 2023, 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 2023, 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 2024, 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 2023, 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 2024, 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 (Ren360)- 62% approaches or above to 72%

- 4th Grade Literacy (Ren360) - 44% approaches or above 54%

- 5th Grade Literacy (Ren360) - 59% approaches or above to 69%

By April 2024, FBISD CST Walk data will demonstrate an increase from 59 % to 75% in alignment with the instructional model.

- \* AFE students' end-of-year TELPAS Rating will demonstrate a 5% increase in intermediate and advanced ratings for all domains.

- \*By May 2024, 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			
<p><b>Strategy 1:</b> Use of the District's PLC and formative assessment cycle to plan rigorous lessons that are engaging and responsive to students' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> -Aligned lesson planning across teams; -Instruction based on student feedback (assessments drive instruction) and -Students continue to grow based on responsive instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and AFE coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Coaches - 211 Title I-A - \$160,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of District PLC protocols aligned to the district's PLC process.</p> <p><b>Strategy's Expected Result/Impact:</b> -Teacher clarity of instruction and how to connect instructional practices, resources, and tasks to student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team (Admin, Coaches, Specialists).</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Coaches - 211 Title I-A - \$160,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development Opportunities - 211 Title I-A - \$2,500</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>45%</p>	 <p>60%</p>		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> AFE literacy teachers will participate in a book study: Teaching Literacy in the Visible Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to learn best practices in reading instruction delivery.</p> <p><b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>10%</p>	 <p>10%</p>		

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> AFE Champion of G/T and G/T Administrators will provide increased enrichment opportunities for identified GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor COG</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> N/A - 199 General Fund - \$0</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 2024, AFE will improve the effectiveness of math instruction by implementing the math instructional model and alignment to curriculum and targeted intervention, 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 2024, 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 (REN360) - 65% approaches or above to 75%
  - 4th Math (REN360) - 31% approaches or above to 41%

-5th Math(REN360) - 61% approaches or above to 71%

\*By May 2024, CST Walks will demonstrate an increase from 59% to % in alignment with the instructional model.

\* By May 2024, students' TELPAS ratings will demonstrate a 10% increase in intermediate and advanced ratings in all components.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Coaches</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development - 211 Title I-A - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of District PLC protocols aligned to the district's PLC process.</p> <p><b>Strategy's Expected Result/Impact:</b> -Teacher clarity of instruction and how to connect instructional practices, resources, and tasks to student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Materials - 199 General Fund - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Instructional Model Professional Development to Staff for best practice in instructional delivery.  <b>Strategy's Expected Result/Impact:</b> Educators will align their instruction to the District's expected instructional model to ensure students have varied opportunities to demonstrate mastery of content.  <b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Instructional staff will complete a book study: Teaching Mathematics to the Visible Learning Classroom.  <b>Strategy's Expected Result/Impact:</b> Teachers will continue to learn best practices in reading instruction delivery.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> Books - 211 Title I-A - \$250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in STEM related field trips to support classroom learning.  <b>Strategy's Expected Result/Impact:</b> Students will engage in hands on activities and understand relevancy in their learning to make better connections.  <b>Staff Responsible for Monitoring:</b> Administration, grade-level team leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The campus will utilize online a learning platform to support math intervention and enrichment that supports the district's curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience a blended learning classroom while accessing curriculum and assessments at their zone of proximal development.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Online Resources - 211 Title I-A - \$5,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Classroom teachers will progress monitor utilizing intervention, small group, and assessment data to support individual student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student populations identified for targeted support through TEA reporting will demonstrate expected/accelerated growth in the area of math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Leadership Team; Classroom teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Add'l Math Interventionist - 211 Title I-A - \$90,000</p>	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A		
 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 2024, 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 88 referrals to 50 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 2024, based on the FBISD student engagement survey, students will demonstrate an increase in their response to "The rules at my school are fair" at 71% strongly agree and agree to 80%.

\* By May 2024, AFE will demonstrate growth in school wide expectations, consequences, and data review at "in place" as aligned to BoQ data.

\* By May 2024, 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> House points will increase positive student behavior, decreasing student behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, and teacher leaders.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Activities, lessons - 199 General Fund - \$300</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AFE Counselor, Social Worker, and CIS personnel will host counseling groups/lunch bunches to support different student demographics.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide supports for students who may have experienced or are currently experiencing trauma.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, social worker, CIS</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will update and support staff implementation of the PBIS handbook to ensure all staff are aware of the systems that support student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> AFE staff will model consistent expectations for students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, PBIS team</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The AFE Attendance Committee will develop incentives that encourage student attendance and interventions to support those with a high percentage of absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will continue to increase from 93.69% to 94.5%</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Social Worker, Campus Attendance Support Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> None - 199 General Fund - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
		N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </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 May 2024, 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 (101 students' families).
- \* By October 2023 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 2023, AFE staff will provide 2 opportunities for parents to volunteer at the campus and assist staff with collaborative academic activities.

Summative Indicators:

- \* By May 2024, AFE PTO committee will engage in at least 2 events/fundraisers during the 2023/2024 school year to promote family engagement.
- \* By May 2024, AFE will have 2 parents participate consistently on the CBLT committee as evidenced by CPAC sign in sheets.
- \* By May 2024, at least 20 parents will participate in Parent Educator Classes offered as reflected on sign in sheets.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase two way communication between campus and community to maintain engagement.</p> <p><b>Staff Responsible for Monitoring:</b> AFE Administration-Principal, Asst. Principal, Executive Assistant, Parent Educator</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> S'More Platform - 199 General Fund - \$150</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AFE will partner with community resources to host more community engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community partners will become an active participant in the learning process at AFE.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Parent Educator</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Food, incentives - 199 General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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