

# **Fort Bend Independent School District**

## **Arizona Fleming Elementary**

### **2025-2026 Campus Improvement Plan**



# 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At AFE, one of our most significant demographic strengths is the diversity present within our student body, faculty, staff, and families. This rich tapestry of backgrounds and perspectives enhances the educational experiences of our students, providing them with a broader understanding of the world and fostering an environment of inclusivity and respect. By embracing our differences, we are able to implement strategic approaches that not only maximize student learning but also enhance academic exposure and achievement across the board.

The collaboration between teachers, parents, and campus personnel create a supportive network that benefits our students, ensuring they have the resources and encouragement needed to thrive. Our community is united in its commitment to doing what is best for our students, working together to provide a nurturing and empowering educational environment.

We are dedicated to delivering a consistent message of building a community characterized by acceptance, persistence, diligence, and growth. This shared vision guides our efforts and inspires our students to strive for excellence, fostering a culture where every individual is encouraged to reach their full potential. Through this commitment, we aim to prepare our students not only for academic success but also for meaningful contributions to society.

Arizona Fleming is a diverse campus. As a campus, the Hispanic population continues to increase over the past 4 years. Students served in Special Education programs also continues to increase as the campus teams are able to identify students needing additional learning services at the campus level. Student identification in the areas of Learning Disabled, Autism, and Speech have continued to increase since the 2021-2022.

### Enrollment Numbers:

School Population		
	Count	Percent
Student Total	496	100%
Early Education Grade	9	1.81%
Pre-Kindergarten Grade	54	10.89%
Kindergarten Grade	66	13.31%
1st Grade	70	14.11%
2nd Grade	71	14.31%
3rd Grade	80	16.13%
4th Grade	74	14.92%
5th Grade	72	14.52%

Demographics:

Student Demographics		Count	Percent
<b>Gender</b>			
Female		254	51.21%
Male		242	48.79%
<b>Ethnicity</b>			
Hispanic-Latino		314	63.31%
<b>Race</b>			
American Indian - Alaskan Native		0	0.00%
Asian		75	15.12%
Black - African American		81	16.33%
Native Hawaiian - Pacific Islander		0	0.00%
White		16	3.23%
Two-or-More		10	2.02%

Special Education Services		Count	Percent
<b>Instructional Settings</b>			
Speech Therapy		63	12.21%
Homebound		0	0.00%
Hospital Class		0	0.00%
Resource Room		41	7.95%
VAC		0	0.00%
Off Home Campus		0	0.00%
State School		0	0.00%
Residential Care		0	0.00%
Self Contained		23	4.46%
Full-Time Early Childhood		10	1.94%
Mainstream		16	3.10%

## Student Programs

	Count	Percent
CTE Attendance	0	0.00%
Dropout Recovery Program	0	0.00%
Gifted and Talented	3	0.60%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	10	2.02%
Special Education (SPED)	84	16.94%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	272	54.84%
Standard or Alternative Bilingual/ESL	161	32.46%
Dual Language Immersion/One-Way	108	21.77%
Dual Language Immersion/Two-Way	0	0.00%
<b>Dyslexia</b>		
Dyslexia Indicator Code	26	5.24%
Dyslexia Risk Code	136	27.42%
Dyslexia Services Code	26	5.24%
<b>Title 1 Part A</b>		
Schoolwide Program	495	99.80%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

## Staff Information

	Count	Percent
Administrative Support	8	14.04%
Teacher	38	66.67%
Educational Aide	11	19.30%
Auxiliary	0	0.00%

## Attendance:

Campus	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance
	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025
(079907133) - Arizona Fleming EL	5,452.0	79,422.0	383.0	85,257.0	464,264	93.6%	4,438.5	68,594.0	0.0	73,032.5	405.867	93.9%
<b>Campus Total</b>	5,452.0	79,422.0	383.0	85,257.0	464,264	93.6%	4,438.5	68,594.0	0.0	73,032.5	405.867	93.9%

## Demographics Strengths

AFE demographic strengths include the following:

Student diversity

Number of Certified staff

Moderate student mobility – Enrollment (415)

Optimal staff to student ratio

Cultural Proficiency

Improvement from 23-24 to 24-25 in attendance by .3%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Only 0.60 % of students are identified for Gifted and Talented services, which is low given the size of the campus and diversity, correlates with the number of students who have mastered on state testing.

**Root Cause:** Teacher support in identifying students with giftedness in diverse populations as well as growing students in areas for higher achievement.

**Problem Statement 2 (Prioritized):** Our average daily attendance rate was 93.9 in 2024-25, which was below the district goal of 95%.

**Root Cause:** Our attendance is low due to parental and student engagement. The daily attendance percentage will vary greatly based on inclement weather, medical appointments, late arrivals, care for younger siblings, and support structures at home.

## Student Learning

## Student Learning Summary

AFE students show continued growth in reading and science according to the STAAR data. Tier 1 instruction, the implementation of small group instruction, AFE intervention hour, and data driven instructional practices have contributed to student academic growth. Increased student achievement is the key focus for this upcoming school year.

## Achievement Data

**NWEA**

## Math

K	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p>	51
Grade 1	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p>	56
Grade 2	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p>	58

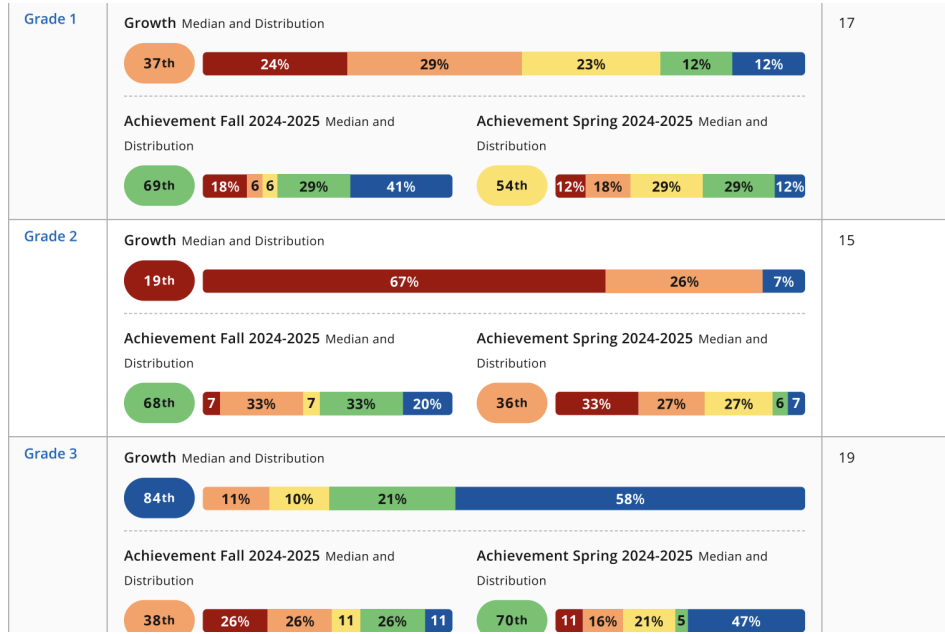


Grade 3	<p><b>Growth</b> Median and Distribution</p> <p>44th 23% 26% 22% 14% 15%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>42nd 19% 29% 26% 17% 9%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>45th 26% 22% 17% 20% 15%</p>	65
Grade 4	<p><b>Growth</b> Median and Distribution</p> <p>34th 41% 15% 20% 18% 6%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>55th 15% 26% 17% 27% 15%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>45th 21% 21% 26% 23% 9%</p>	66
Grade 5	<p><b>Growth</b> Median and Distribution</p> <p>54th 19% 21% 22% 16% 22%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>49th 16% 17% 24% 27% 16%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>51st 13% 30% 11 27% 19%</p>	63

## Reading -English

Grade 1	<p><b>Growth</b> Median and Distribution</p> <p>42nd 18% 31% 10% 31% 10%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>37th 31% 23% 13% 15% 18%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>41st 26% 20% 26% 5 23%</p>	39
Grade 2	<p><b>Growth</b> Median and Distribution</p> <p>51st 9% 30% 18% 23% 20%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>33rd 41% 16% 23% 7 13%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>39th 20% 34% 16% 23% 7</p>	44
Grade 3	<p><b>Growth</b> Median and Distribution</p> <p>58th 11% 26% 19% 15% 29%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>32nd 35% 25% 15% 17% 8</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>47th 28% 14% 29% 20% 9%</p>	65

## Reading-Spanish



STAAR 3-5 Math

	May 2025 STAAR Mathematics, Grade 3								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded
ARIZONA FLEMING ELEMENTARY	49	14	1351	38.89%	36.73%	24.49%	6.12%	05/01/25	0%
Economic Disadvantage	43	14	1339	37.59%	34.88%	23.26%	4.65%	05/01/25	0%
Asian	12	17	1419	46.85%	58.33%	33.33%	16.67%	05/01/25	0%
Black/African American	6	12	1298	31.98%	16.67%	16.67%	0%	05/01/25	0%
Hispanic	28	14	1338	37.36%	32.14%	21.43%	3.57%	05/01/25	0%
Two or More Races	1	10	1275	27.03%	0%	0%	0%	05/01/25	0%
White	2	15	1336	39.19%	50%	50%	0%	05/01/25	0%
Currently Emergent Bilingual	22	16	1382	42.51%	45.45%	27.27%	13.64%	05/01/25	0%
Special Ed Indicator	13	11	1283	29.94%	15.38%	15.38%	0%	05/01/25	0%

	May 2025 STAAR Mathematics Spanish, Grade 3									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	D Me
ARIZONA FLEMING ELEMENTARY	19	20	1460	54.91%	73.68%	42.11%	10.53%	05/01/25	0%	
Economic Disadvantage	16	21	1469	56.08%	75%	43.75%	12.5%	05/01/25	0%	
Hispanic	19	20	1460	54.91%	73.68%	42.11%	10.53%	05/01/25	0%	
Currently Emergent Bilingual	19	20	1460	54.91%	73.68%	42.11%	10.53%	05/01/25	0%	
Special Ed Indicator	2	10	1264	25.68%	0%	0%	0%	05/01/25	0%	

	May 2025 STAAR Mathematics, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Exclude	
ARIZONA FLEMING ELEMENTARY	71	19	1491	46.27%	54.93%	22.54%	8.45%	05/01/25		
Economic Disadvantage	60	19	1496	46.83%	56.67%	23.33%	8.33%	05/01/25		
Asian	8	21	1561	52.81%	50%	37.5%	25%	05/01/25		
Black/African American	17	17	1470	43.24%	41.18%	17.65%	11.76%	05/01/25		
Hispanic	43	19	1489	46.69%	62.79%	23.26%	4.65%	05/01/25		
Two or More Races	2	16	1446	40%	50%	0%	0%	05/01/25		
White	1	16	1450	40%	0%	0%	0%	05/01/25		
Currently Emergent Bilingual	37	17	1467	42.70%	51.35%	16.22%	5.41%	05/01/25		
First Year of Monitoring	2	28	1637	70%	100%	100%	0%	05/01/25		
Third Year of Monitoring	1	36	1835	90%	100%	100%	100%	05/01/25		
Special Ed Indicator	14	13	1396	32.50%	28.57%	0%	0%	05/01/25		

	May 2025 STAAR Mathematics Spanish, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	
ARIZONA FLEMING ELEMENTARY	1	17	1462	42.50%	100%	0%	0%	05/01/25	0%	
Hispanic	1	17	1462	42.50%	100%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	1	17	1462	42.50%	100%	0%	0%	05/01/25	0%	

	May 2025 STAAR Mathematics, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	C
ARIZONA FLEMING ELEMENTARY	67	24	1629	56.22%	73.13%	41.79%	16.42%	05/01/25	0%	
Economic Disadvantage	54	24	1630	56%	72.22%	40.74%	16.67%	05/01/25	0%	
Asian	17	29	1744	69.89%	82.35%	64.71%	52.94%	05/01/25	0%	
Black/African American	11	22	1624	53.25%	63.64%	36.36%	9.09%	05/01/25	0%	
Hispanic	37	22	1589	52.32%	75.68%	35.14%	2.7%	05/01/25	0%	
Two or More Races	1	12	1441	28.57%	0%	0%	0%	05/01/25	0%	
White	1	12	1441	28.57%	0%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	35	22	1590	51.77%	68.57%	31.43%	11.43%	05/01/25	0%	
First Year of Monitoring	2	38	1910	90.48%	100%	100%	100%	05/01/25	0%	
Fourth Year of Monitoring	2	31	1720	72.62%	100%	100%	0%	05/01/25	0%	
Second Year of Monitoring	1	38	1905	90.48%	100%	100%	100%	05/01/25	0%	
Special Ed Indicator	7	14	1475	34.35%	28.57%	0%	0%	05/01/25	0%	

STAAR 3-5 Reading

	May 2025 STAAR Reading Language Arts, Grade 3									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	D
ARIZONA FLEMING ELEMENTARY	54	25	1439	47.26%	64.81%	42.59%	11.11%	05/01/25	0%	
Economic Disadvantage	47	24	1429	46.03%	61.7%	40.43%	8.51%	05/01/25	0%	
Asian	12	28	1484	53.04%	58.33%	58.33%	25%	05/01/25	0%	
Black/African American	6	23	1421	44.23%	83.33%	33.33%	0%	05/01/25	0%	
Hispanic	33	24	1432	46.50%	63.64%	39.39%	9.09%	05/01/25	0%	
Two or More Races	1	21	1395	40.38%	100%	0%	0%	05/01/25	0%	
White	2	20	1357	37.50%	50%	50%	0%	05/01/25	0%	
Currently Emergent Bilingual	27	27	1477	52.28%	66.67%	51.85%	22.22%	05/01/25	0%	
Special Ed Indicator	13	18	1347	35.36%	30.77%	23.08%	0%	05/01/25	0%	

	May 2025 STAAR Reading Language Arts Spanish, Grade 3									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Take Test
ARIZONA FLEMING ELEMENTARY	14	23	1334	44.78%	57.14%	7.14%	0%	05/01/25	0%	
Economic Disadvantage	12	23	1334	44.87%	58.33%	8.33%	0%	05/01/25	0%	
Hispanic	14	23	1334	44.78%	57.14%	7.14%	0%	05/01/25	0%	
Currently Emergent Bilingual	14	23	1334	44.78%	57.14%	7.14%	0%	05/01/25	0%	
Special Ed Indicator	2	16	1236	30.77%	0%	0%	0%	05/01/25	0%	

	May 2025 STAAR Reading Language Arts, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Test
<b>ARIZONA FLEMING ELEMENTARY</b>	71	26	1522	49.67%	74.65%	47.89%	14.08%	05/01/25	0%	
Economic Disadvantage	60	26	1518	49.13%	70%	50%	13.33%	05/01/25	0%	
Asian	8	26	1525	50%	75%	62.5%	12.5%	05/01/25	0%	
Black/African American	17	29	1564	55.54%	88.24%	52.94%	23.53%	05/01/25	0%	
Hispanic	43	25	1512	48.48%	69.77%	46.51%	11.63%	05/01/25	0%	
Two or More Races	2	17	1410	31.73%	50%	0%	0%	05/01/25	0%	
White	1	18	1432	34.62%	100%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	37	23	1486	44.28%	64.86%	37.84%	5.41%	05/01/25	0%	
First Year of Monitoring	2	39	1680	74.04%	100%	100%	50%	05/01/25	0%	
Third Year of Monitoring	1	39	1682	75%	100%	100%	100%	05/01/25	0%	
Special Ed Indicator	14	17	1408	32.42%	42.86%	7.14%	0%	05/01/25	0%	

	May 2025 STAAR Reading Language Arts Spanish, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Test
ARIZONA FLEMING ELEMENTARY	1	26	1426	50%	100%	0%	0%	05/01/25	0%	
Hispanic	1	26	1426	50%	100%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	1	26	1426	50%	100%	0%	0%	05/01/25	0%	

	May 2025 STAAR Reading Language Arts, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Test
<b>ARIZONA FLEMING ELEMENTARY</b>	65	32	1624	61.21%	78.46%	56.92%	40%	05/01/25	0%	
Economic Disadvantage	53	32	1624	61.03%	77.36%	54.72%	41.51%	05/01/25	0%	
Asian	17	38	1718	72.62%	88.24%	76.47%	70.59%	05/01/25	0%	
Black/African American	11	29	1590	56.47%	72.73%	45.45%	18.18%	05/01/25	0%	
Hispanic	35	31	1601	58.85%	80%	54.29%	34.29%	05/01/25	0%	
Two or More Races	1	13	1350	25%	0%	0%	0%	05/01/25	0%	
White	1	20	1460	38.46%	0%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	33	29	1578	55.77%	69.7%	48.48%	30.3%	05/01/25	0%	
First Year of Monitoring	2	46	1873	88.46%	100%	100%	100%	05/01/25	0%	
Fourth Year of Monitoring	2	39	1712	75%	100%	100%	50%	05/01/25	0%	
Second Year of Monitoring	1	46	1862	88.46%	100%	100%	100%	05/01/25	0%	
Special Ed Indicator	7	17	1406	32.14%	14.29%	0%	0%	05/01/25	0%	

	May 2025 STAAR Reading Language Arts Spanish, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Test
ARIZONA FLEMING ELEMENTARY	1	29	1503	55.77%	100%	0%	0%	05/01/25	0%	
Hispanic	1	29	1503	55.77%	100%	0%	0%	05/01/25	0%	
Currently Emergent Bilingual	1	29	1503	55.77%	100%	0%	0%	05/01/25	0%	

## **Student Learning Strengths**

AFE Student learning strengths:

Over the course of the school year, student learning outcomes have shown clear and measurable progress. NWEA MAP data reveals a notable increase in proficiency levels in Reading, with K–2 students benefiting from targeted small-group instruction that has strengthened foundational literacy skills. Universal screener results indicate that academic growth has been both maintained and increased, and the percentage of students reading at or above benchmark rose steadily from the start of the year through May.

The Student Support Team (SST) has refined its processes for monitoring interventions, ensuring timely and effective next steps that directly impact student growth. Similarly, the Special Education department has increased its efficiency in moving forward with referrals, resulting in appropriate and timely support for students in need. In science, an intentional focus on lab-based learning has enhanced instruction and provided more hands-on opportunities for exploration.

Gifted and Talented (GT) identification has increased, reflecting a broader recognition of diverse student strengths. Attendance has also seen gradual improvement, contributing to greater instructional consistency. Finally, CST data shows stronger curriculum alignment and an emphasis on authentic learning experiences, helping to bridge academic standards with real-world application. Together, these strengths highlight a year of intentional growth, collaboration, and student-centered progress.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Early literacy assessment data indicates that fifty percent or more of AFE students in grades K-2nd are not at the expected reading level.

**Root Cause:** Phonics instruction not consistently implemented throughout the school year.

**Problem Statement 2 (Prioritized):** Multiple data sources for EOY including NWEA MAP, STAAR and campus assessments show a need to build teacher capacity in instructional strategies to support and grow more Sped, EL, At-Risk, and other student demographics.

**Root Cause:** Teachers are not utilizing time management strategies for continued professional growth and collaboration needed to address rigor of standard

**Problem Statement 3 (Prioritized):** Multiple data sources for MOY & EOY including NWEA MAP, DLAs and campus assessments show that our students have insufficient foundational skills in literacy, numeracy, and science.

**Root Cause:** Effective and consistent Tier 1 instruction, small groups, intentional intervention are needed in every classroom. Teachers are in the developing stages in their understanding of the standards to be taught at the depth of knowledge needed for students to demonstrate mastery of the concept.

**Problem Statement 4 (Prioritized):** As a campus we need to make strides to increase student achievement in meets and masters on the universal screener NWEA MAP and STAAR. We also need to increase the reading and math fluency of students before they exit grades K-2.

**Root Cause:** Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, gaps in foundational skills and lack of enrichment opportunities. Consistent practice, resources and structures for reading and math fluency are needed.

# School Processes & Programs

## School Processes & Programs Summary

The area of focus for Arizona Fleming was Clarity of Content. Teachers engaged in PLCs to strengthen their understanding in Tier I instruction with campus and district support. Teachers focused on targeted assessments, data-driven instructional practices, small group instruction, and targeted interventions. Teachers collaborated and addressed rigor of standards, lesson differentiation, and practice instructional strategies needed to support Sped, EL, At-Risk, and other student demographics.

Teachers and staff are making gains in implementing highly effective Tier I instruction by aligning the content and pedagogical knowledge derived from PLCs and PD opportunities with the learner experience. While strides have been made, there is a need for less dependence on student growth and more focus on student achievement.

AFE utilizes informal walk data to determine trends and provide PD. Campus PD days provided intentional learning experiences by grade-level/content to ensure that teachers receive pertinent information to support their roles.

As part of the learning walk observation look-fors, instructional leadership team members observe the use of district-approved resources such as Fontas and Pinnell, ST Math, etc. in use. Instructional coaches support planning and implementation of curriculum resources through PLCs. Grade level teachers participated in extended PLCs on a 7-day rotation from 7:50-8:50 am where the instructional leadership team support unit/concept planning and data review.

Interventionists utilized the district resources, LLI & Number Worlds, to provide instruction at the student's instructional level during groups.

Administration utilized Title 1 funding to provide support in instruction with K-12 Summit. Additionally, Achieve 3000 was provided to grades 3-5 to support literacy instruction and use for intervention time.

## School Processes & Programs Strengths

### School Processes and Programs Strengths:

Effective presenters during PD's & PLC's ; PD provided and funded supported teachers in their current roles; PLCs provided opportunities for teachers to build collective efficacy and understanding of their content and instructional practices.

Coaching cycles with coaches

Coaches provide optional planning days

Interventionists and grade level liaisons provide supports

Mentors provided to new teachers/teachers new to grade level

Materials & resources available & provided

Improved use of DDI protocols to grow students academically

Some teachers are proficient in content knowledge

Achieve3000 provides supports for EBs, SPED, and struggling learners by providing text at their instructional level with build in accommodations.



Celebration and acknowledgement of student academic success

Active participation in clubs and campus programs

Parents in attendance for CPAC meeting

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** TTESS, CST, and other walk-through data sources indicate that lessons are not rigorous to ensure student growth and achievement.

**Root Cause:** Teachers are learning how to lesson plan using the lesson cycle, including unpacking of TEKS through the unit and concept planning actions to align to the rigor of state standards.

**Problem Statement 2 (Prioritized):** Campus Culture and Climate Survey indicates that school wide PBIS expansion is needed because students are not excited to come to school.

**Root Cause:** Students feel that there is not enough enrichment opportunities, after school programs, and PBIS positive initiatives for ALL students.

# Perceptions

## Perceptions Summary

The school climate survey reveals that parents are not updated regarding student progress.

Staff shared that administration is respectful and caring for students and staff. Teachers indicate through the principal climate survey that there is a need for additional communication. Currently, a weekly newsletter is provided, calendar invites are shared for due dates and faculty meetings are held bi-weekly to communicate updates/reminders. One staff member indicated the need for all staff to find out information at the same time (as some information is provided through team leaders, committees, etc.). Teachers also indicated in the survey a need for additional visibility. After discussion with the teachers, they agreed that administration is on morning and PM duty (if not in PLCs), conducts classroom walks, recess/lunch visits, and attend all after school activities. Staff asked for additional classroom walks to support visibility.

## Perceptions Strengths

Survey results reflect strong confidence in the campus climate and its support for students and families.

**Relevance in Academics:** Parents recognize that the schoolwork that students complete are relevant to their daily lives and impact students outside of school. Survey data shows this strength at 82%.

**Embracing Diversity:** 86% of families feel the campus embraces diversity, fostering an inclusive environment through different diverse celebrations that occur on the campus as well as effective communication.

**Safe and Secure Campus Environment:** Safety and student support are priorities for parents as parents recognize that there are staff member who care about their child and can assist with problems.

**Ongoing Family Engagement:** Parents also feel that there are engagement events that support family involvement and it is encouraged with survey data showing this strength at 86%.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Based on the Campus Culture and Climate survey, families report that students are not equipped with skills for future and are lacking academic support.

**Root Cause:** Real world applications are not integrated into instruction consistently.

# Priority Problem Statements

**Problem Statement 1:** Only 0.60 % of students are identified for Gifted and Talented services, which is low given the size of the campus and diversity, correlates with the number of students who have mastered on state testing.

**Root Cause 1:** Teacher support in identifying students with giftedness in diverse populations as well as growing students in areas for higher achievement.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our average daily attendance rate was 93.9 in 2024-25, which was below the district goal of 95%.

**Root Cause 2:** Our attendance is low due to parental and student engagement. The daily attendance percentage will vary greatly based on inclement weather, medical appointments, late arrivals, care for younger siblings, and support structures at home.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Early literacy assessment data indicates that fifty percent or more of AFE students in grades K-2nd are not at the expected reading level.

**Root Cause 3:** Phonics instruction not consistently implemented throughout the school year.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Multiple data sources for EOY including NWEA MAP, STAAR and campus assessments show a need to build teacher capacity in instructional strategies to support and grow more Sped, EL, At-Risk, and other student demographics.

**Root Cause 4:** Teachers are not utilizing time management strategies for continued professional growth and collaboration needed to address rigor of standard

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Multiple data sources for MOY & EOY including NWEA MAP, DLAs and campus assessments show that our students have insufficient foundational skills in literacy, numeracy, and science.

**Root Cause 5:** Effective and consistent Tier 1 instruction, small groups, intentional intervention are needed in every classroom. Teachers are in the developing stages in their understanding of the standards to be taught at the depth of knowledge needed for students to demonstrate mastery of the concept.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** As a campus we need to make strides to increase student achievement in meets and masters on the universal screener NWEA MAP and STAAR. We also need to increase the reading and math fluency of students before they exit grades K-2.

**Root Cause 6:** Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, gaps in foundational skills and lack of enrichment opportunities. Consistent practice, resources and structures for reading and math fluency are needed.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** TTESS, CST, and other walk-through data sources indicate that lessons are not rigorous to ensure student growth and achievement.

**Root Cause 7:** Teachers are learning how to lesson plan using the lesson cycle, including unpacking of TEKS through the unit and concept planning actions to align to the rigor of state standards.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Campus Culture and Climate Survey indicates that school wide PBIS expansion is needed because students are not excited to come to school.

**Root Cause 8:** Students feel that there is not enough enrichment opportunities, after school programs, and PBIS positive initiatives for ALL students.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Based on the Campus Culture and Climate survey, families report that students are not equipped with skills for future and are lacking academic support.

**Root Cause 9:** Real world applications are not integrated into instruction consistently.

**Problem Statement 9 Areas:** Perceptions

# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- 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
- 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
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Action research results

# Goals

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





**Performance Objective 1:** By May 2026, Arizona Fleming will improve instructional effectiveness in literacy, as demonstrated by at least a 5% increase in K-5 end-of-year NWEA Map Growth Reading scores.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA Map Growth Summary Report  
NWEA Student Progress Report  
NWEA School Profile Report

Strategy 1 Details	Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Increase by at least 5% in K-5 Reading Growth scores <b>Staff Responsible for Monitoring:</b> Administration and AFE coaches  <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 - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use of District PLC protocols aligned to the district's PLC process. <b>Strategy's Expected Result/Impact:</b> Increase by at least 5% in K-5 Reading Growth scores <b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team (Admin, Coaches, Specialists)  <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>- Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in RLA related field trips to support classroom learning. <b>Strategy's Expected Result/Impact:</b> Increase by at least 5% in K-5 Reading Growth scores <b>Staff Responsible for Monitoring:</b> Administration, grade-level team leaders  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will plan and implement daily small group instruction for literacy and align instruction to the literacy instructional model. <b>Strategy's Expected Result/Impact:</b> Increase by at least 5% in K-5 Reading Growth scores <b>Staff Responsible for Monitoring:</b> Administration and Coaches  <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>- Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 2:** By May 2026, AFE will improve the effectiveness of math instruction, as demonstrated by at least 10% increase in amount of students at least approaching on 3-5 Math STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2025

STAAR Interim Spring 2026

STAAR 2026

3-5th NWEA Map Growth Math Student and School Reports

3-5th District/Campus CFAs

Strategy 1 Details	Reviews			
<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.  <b>Strategy's Expected Result/Impact:</b> Increase by at least 10% on 3-5 Math STAAR <b>Staff Responsible for Monitoring:</b> Administration and Coaches  <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 - Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use of District PLC protocols aligned to the district's PLC process.  <b>Strategy's Expected Result/Impact:</b> Teacher clarity of instruction and how to connect instructional practices, resources, and tasks to student learning outcomes. <b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team  <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 - Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Instructional Model Professional Development to Staff for best practice in math instructional delivery. <b>Strategy's Expected Result/Impact:</b> Increase by at least 10% on 3-5 Math STAAR <b>Staff Responsible for Monitoring:</b> AFE Instructional Leadership Team  <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>- Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</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  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The campus will utilize online a learning platform to support math intervention and enrichment that supports the district's curriculum. <b>Strategy's Expected Result/Impact:</b> Increase by at least 10% on 3-5 Math STAAR <b>Staff Responsible for Monitoring:</b> Administration and Coaches  <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>- Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers will plan and implement small group 4-5 days per week in instruction for math. <b>Strategy's Expected Result/Impact:</b> Increase by at least 10% on 3-5 Math STAAR <b>Staff Responsible for Monitoring:</b> Administration and Coaches	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 3:** By June 2026, AFE will improve the effectiveness of tier 1 instruction as it relates to supporting emergent bilingual students, as demonstrated by 10% as evidenced on TELPAS assessments.

**Evaluation Data Sources:** TELPAS 2026

District/Campus CFAs

NWEA Map Growth Reports

TELPAS 2026

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strengthen Tier 1 Instruction with Language-Rich Practices, including embedding daily academic vocabulary instruction across all content areas with visual, oral, and written supports. <b>Strategy's Expected Result/Impact:</b> Increase in proficiency levels by 10% on TELPAS <b>Staff Responsible for Monitoring:</b> Administration, Coaches, and Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> 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
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Integrate ongoing TELPAS-Aligned Language Practice, including aligning instructional tasks to TELPAS language domains(listening, speaking, reading and writing) with intentional practice. <b>Strategy's Expected Result/Impact:</b> Increase in proficiency levels by 10% on TELPAS <b>Staff Responsible for Monitoring:</b> Administration, Coaches, and Bilingual Specialist	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Build Teacher Capacity through Professional Learning and Collaboration, including providing targeted professional development on scaffolding strategies, culturally responsive teaching and integration language objects with content objectives. <b>Strategy's Expected Result/Impact:</b> Increase in proficiency levels by 10% on TELPAS <b>Staff Responsible for Monitoring:</b> Administration, Coaches, and Bilingual Specialist  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June



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, based on the FBISD student engagement survey, students will demonstrate a 5% increase in their overall understanding of the school-wide rules and their fairness.

**Evaluation Data Sources:** FBISD's Culture and Climate and Student Engagement Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AFE will implement Morning Meetings campus wide. <b>Strategy's Expected Result/Impact:</b> This initiative will support strong character among staff and students while creating a strong sense of belonging for students and families. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal and Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AFE's PBIS committee will create, adopt, and implement the PBIS store. <b>Strategy's Expected Result/Impact:</b> Consistent procedures and expectations will be established and utilized across the campus to create a fair and positive learning environment. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor PBIS team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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 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 2:** By May 2026, based on the FBISD parent engagement survey, parents will demonstrate an 8% increase as it relates to overall school quality.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AFE will strengthen communication channels by providing consistent and transparent communication through newsletters, emails, and social media; while also establishing a stronger relationship with our PTA to gather input from staff, families, and students. <b>Strategy's Expected Result/Impact:</b> Improvement of 8% increase of overall school quality. <b>Staff Responsible for Monitoring:</b> Administration, Parent Educator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AFE will improve parent partnerships in the school including maintaining a PTO as well as inviting parents into the school for multiple events and opportunities <b>Strategy's Expected Result/Impact:</b> Improvement of 8% increase of overall school quality. <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Parent Engagement Specialist  <b>ESF Levers:</b> 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:** 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, Arizona Fleming Elementary administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.

**Evaluation Data Sources:** FBISD Staffing Guidelines  
FBISD Campus Projections  
Monthly morale activities





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AFE will ensure to celebrate staff achievement monthly to increase teacher morale. <b>Strategy's Expected Result/Impact:</b> Increase efficient staffing and retain effective staff <b>Staff Responsible for Monitoring:</b> Administration, Sunshine Committee (Culture & Climate)  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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

**Performance Objective 2:** By May 2026, Arizona Fleming Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.

**Evaluation Data Sources:** FBISD Budgeting Guidelines

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AFE will continue to review budget allocations to ensure spending aligns with the district's strategic plan and campus priorities. <b>Strategy's Expected Result/Impact:</b> AFE Budgeting Allocations <b>Staff Responsible for Monitoring:</b> Executive Assistant and Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	AIDE PRE-KINDERGARTEN	0.5	FERNANDEZ	ANDREA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	TEACHER MATH INTRVN ELEM T1	0.5	GRANT	TASHA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	TEACHER GRADE PK BIL	0.5	GOMEZ	NORMA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	AIDE PRE-KINDERGARTEN	0.5	SHELTON	LANGHAM TERRESA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	TEACHER GRADE PK	0.5	MITTENDORF	JENNIFER	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	AIDE PRE-KINDERGARTEN	0.5	CARDONA	NORMA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	TEACHER GRADE PK	0.5	TURZAK	LISA	1 30		133	A	PRINCIPAL ELEM
133 ARIZONA FLEMING	ARIZONA FLI	ARIZONA FLI	TEACHER LIT INTRVN	1	CHARKALIS	DEBRA	1 30		133	A	PRINCIPAL ELEM