

**Fort Bend CBAS**

**Alyssa Ferguson Elementary**

**2023-2024 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alyssa Ferguson Elementary will open in August 2023 with a projected enrollment of 498 students. We are located in a master-planned community, Sienna Plantation. The majority of students will come 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 will service a variety of learners including Special Education, 504, Gifted and Talented, English Language Learners.

	FE ENROLLMENT
	2023-2024
Projected Enrollment	498
Actual Enrollment	636

2023-2024 Initial Projections		
Race/Ethnicity %		
	Percent of Students	Number of Projected Students
African American	45%	169
Hispanic		
White	40%	149
American Indian	4%	12
Asian	23%	86
Pacific Islander	<1%	1
Two or More Races		
Student Groups %		
Economically Disadvantaged	21%	80
ELL	11%	43
Special Education	16%	61
Gifted and Talented	3%	10

2023-2024 Initial Projections		
At-Risk	31%	117
Total Projected Enrollment	498	

### Demographics Strengths

Our families are coming 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 and to relieve the overcrowding at Donald Leonetti Elementary. Opening with a low enrollment will allow for students, families and staff to have a wide variety of opportunities to build relationships.

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

Our parents have already formed a Parent Teacher Organization and completed the paperwork to be official. They've had multiple meetings and coordinated community events.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our staff, students and community members have not established strong relationships **Root Cause:** This is the first year Alyssa Ferguson Elementary is opening and while the majority of students will be coming from Donald Leonetti we have staff coming from other in district and out of district schools. All stakeholders have not had an opportunity to build these relationships.

# Student Learning

## Student Learning Summary

Since Alyssa Ferguson Elementary is opening in August 2023, it does not have an accountability rating for the 2022-2023 school year. The below data is from Donald Leonetti. The majority of our students transitioned from this campus.

Campus Fall Assessment Data									
	Reading			Math			Writing	Science	
	3rd	4th	5th	3rd	4th	5th	4th	5th	
2021-2022	62%	48%	87%	69%	75%	89%	NA	67%	
2022-2023	75%	82%	88%	80%	75%	73%	NA		

**Campus Spring Assessment Data**

	Reading			Math			Writing	Science
	3rd	4th	5th	3rd	4th	5th	4th	5th
2021-2022	69%	84%	85%	64%	69%	72%	NA	90%
2022-2023	88%	89%	91%	78%	94%	93%	NA	67%

**Primary Reading Level Data**

	Kinder	First Grade	Second Grade
	On Level (6)	On Level (18)	On Level (28)
2021-2022	58%	68%	79%
2022-2023			

**Student Learning Strengths**

Due to being a new campus we don't have this information. We will analyze once we receive BOY data.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Staff need training on clear expectations for the District instructional model, small group implementation and student ownership of learning practices for

Alyssa Ferguson Elementary. **Root Cause:** We are a newly established campus. Training for these practices will occur in August 2023, to align our staff and students with our campus teaching and learning expectations.



# School Processes & Programs

## School Processes & Programs Summary

Alyssa Ferguson Elementary has an organization system that includes:

- Administrative Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, and Executive Assistant
- Leadership Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, Dyslexia Teacher, .5 Math Specialist, LIT, ESL Specialist, Special Education representative
- Team Leaders: One representative from 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.

Alyssa Ferguson Elementary will follow 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 will be 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 will be a model campus for inclusive practices. Classes are made up of heterogeneous groupings of students with varied needs. Specialized programs include ECSE, ABC and SAILS. In addition, PK, GT, ESL, 504, and Resource/Co-Teach/Inclusion programs will be successfully implemented on our campus.

Strong systems are will be developed, vetted and in place at Alyssa Ferguson. They are outlined in the the Alyssa Ferguson guidebook and staff handbook. The guidebook has information on the school's mission, vision, staff expectations, core competencies, PLC expectations, behavior expectations. learning objectives and teaching expectations.

## School Processes & Programs Strengths

- 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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** All staff are new to the campus. There is a need to develop processes and programs to support student achievement. **Root Cause:** We are a newly

established campus. Training for these practices will occur in August 2023 and throughout the year to align our staff and students with our campus processes and programs.

# Perceptions

## Perceptions Summary

Alyssa Ferguson Elementary is a brand new school opening in August 2023. Priority will need to be given to building relationships among staff, students, families and the community as well as communicating expectations for campus policies and procedures.

Alyssa Ferguson Elementary students and staff will "Shine Bright" Our Guidelines For Success are still in the process of being developed through a collaborative effort.

As a new campus, we do not have discipline data, climate survey data, nor a community engagement rating for 2023—2024.

Parents have come together to form the PTO Board. They are currently planning activities and traditions that will support our school. The surrounding schools have provided support and funds to help get the Alyssa Ferguson Elementary PTO Board in place. The PTO board is working on publishing their own webpage to communicate to families and the community.

## Perceptions Strengths

Alyssa Ferguson Elementary will 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 will guide our school community through the process of developing the shared creation of our campus mission and vision.

A student Meet and Greet event occurred in May 2023 for all future Fireflies coming from Donald Leonetti Elementary. This event was a celebratory event to provide students an opportunity to get to know the campus administration and build a sense of school pride.

Additional events will occur throughout the summer to provide opportunities for the staff, students, families and community to connect and build relationships.

In reviewing the Climate and Culture survey from 2022-2023 at DLE we found the following strengths.

### Student

#### - Perceptions of Respect and Belonging

- 98% of students agreed or strongly agreed that they feel included in peer groups, respected by their peers, or connected to their peers.

#### - Family Support of Learning

- 98% of students agreed or strongly agreed that family and guardians want the student to keep trying when things are tough at school.

#### - Disaffection

- 91% of students agreed or strongly agreed that they pay attention during class.

## Staff

### Academic Support

- 89% of staff agreed or strongly agreed that teachers give timely and appropriate feedback about student work.

### Student Support

- 92% of staff agreed or strongly agreed that students receive support that addresses their individual needs.

### School Leadership

- 93% of staff agreed or strongly agreed that school leaders clearly communicate the school's mission, vision and goals; are available when there is a concern; are courteous when a staff has a concern; and are responsive when staff have a concern.

## Families

### Academic Support

- 93% of families agreed or strongly agreed that they are kept informed about their child's behavior.
- 91% of families agreed or strongly agreed that they are kept informed about their child's grades and academic progress.

### Student Support

- 86% of families agreed or strongly agreed that their child is excited to go to school.

### School Leadership

- 90% of families agreed or strongly agreed that school leaders clearly communicate the school's mission, vision and goals.
- 88% of families agreed or strongly agreed that school leaders show they care about all students.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Expectations, policies and procedures will be new for all stakeholders. Extensive time will need to be given to clearly communicate and model our campus expectations. **Root Cause:** All stakeholders have not had sufficient time to build relationships.

# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- Study of best practices

# Goals

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?





1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June 2024, Alyssa Ferguson Elementary will develop and execute systems of instruction through the implementation of instruction models, student ownership of learning practices, PLC practices and targeted instruction as evidenced by indicators of success.</p> <p><b>Indicators of Success:</b> Formative:            Increase student growth on Math REN360 Star Screening Report STATE from BOY to MOY.            Increase student growth on Reading REN360 Star Screening Report STATE from BOY to MOY.            Students will participate in BAS and establish a baseline of levels.</p> <p>Summative Indicators of Success:            Increase student growth on Math REN360 Star Screening Report STATE from BOY to MOY.            Increase student growth on Reading REN360 Star Screening Report STATE from BOY to MOY.            Students will increase at least 1 level in BAS 1-5 from BOY to EOY</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Staff will participate in literacy professional development with a focus on balanced literacy practices, small group implementation, new FBISD phonics and wordy study and student ownership of learning practices.



**Provider / Presenter / Person Responsible:** LIT

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus and District

**Delivery Method:** Face to face

**Staff Responsible:** LIT, Campus Administration

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** These funds will be used for tutorials and supplies for tutorials. - 199 General Fund SCE - \$2,725

**Strategy 2:** Staff will participate in math professional development with a focus on the instructional model, small group implementation, the FBISD problem solving model and student ownership of learning practices

**Intended Audience:** Alyssa Ferguson Staff and Students

**Provider / Presenter / Person Responsible:** Math Specialist

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus and District

**Delivery Method:** Face to Face

**Staff Responsible:** Math Specialist, Campus Administration

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** These funds will be used for tutorials and supplies for tutorials. - 199 General Fund SCE - \$2,725

**Strategy 3:** Implement an effective PLC structure with protocols to support planning for implementation of the instructional model, small group instruction and student ownership of learning practices.

**Intended Audience:** Alyssa Ferguson staff

**Provider / Presenter / Person Responsible:** Specialists and Teachers

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus and District

**Delivery Method:** Face to Face

**Staff Responsible:** Specialists, Teachers, Campus Administration

**TEA Priorities:**

Build a foundation of reading and math

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

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?





**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June 2024, Alyssa Ferguson Elementary will develop systems and communicate Positive Behavior Intervention and Supports through the development of Guidelines for Success, Behavior Matrices, guidance lessons and campus wide incentive and recognition system as evidenced through indicators of success.</p> <p><b>Indicators of Success:</b> Formative:                      By September 2023, Bright Bucks will be implemented.                      By September 2023, campus administration will hold expectation assemblies with each grade level.                      By December 2023, we would have held at least 3 Bright Buck shows.                      By December 2023, establish a baseline of critical PBIS elements as measured by the BoQ report.</p> <p>Summative:                      By June 2024, establish a baseline of classroom systems as reported on the SAS.                      By June 2024, establish a baseline of school-wide systems as reported on the SAS.                      By June 2024, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented in December 2023.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, PBIS Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Strategy 1:** Develop and implement PBIS, a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, guidance lessons and campus wide incentive and recognition program.

**Intended Audience:** Alyssa Ferguson Staff and Students

**Provider / Presenter / Person Responsible:** Campus Administration, Counselor, Teachers

**Date(s) / Timeframe:** June 2023

**Collaborating Departments:** Campus and District

**Delivery Method:** Face to Face

**Staff Responsible:** Campus Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?



**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 4:** 7.4 To what degree do we develop compassionate citizens?

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

**Key Question 1:** 5.1 To what degree does staff cultivate a love for learning among students?

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

**Key Question 2:** 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

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

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?

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

**Key Question 4:** 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

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





**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June 2024, Alyssa Ferguson Elementary will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.</p> <p><b>Indicators of Success: Formative:</b>            By December 2023, we will establish student input opportunities.            By December 2023, we will establish parent input opportunities.            By December 2023, we will establish one parent session with the counselor.            By December 2023, teams will send a weekly grade level newsletter.</p> <p><b>Summative</b>            By June 2024, we will have provided at least 2 student input opportunities.            By June 2024, we will have provided at least 2 guardian input opportunities.            By June 2024, we will we will have provided at least 2 parent/counselor sessions.</p> <p><b>Staff Responsible:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	Adjustments Taking Place		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** The campus will host at least two opportunities for families to attend events and support the campus.

**Intended Audience:** Alyssa Ferguson Elementary, Families and Community

**Provider / Presenter / Person Responsible:** Campus Administration

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus

**Delivery Method:** Face to Face

**Staff Responsible:** Campus Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Strategy 2:** The campus will host two student input opportunities to gather student input on campus safety, academics, and campus engagement opportunities.

**Intended Audience:** Alyssa Ferguson Elementary staff and students

**Provider / Presenter / Person Responsible:** Campus Administration

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus

**Delivery Method:** Face to Face

**Staff Responsible:** Campus Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 3:** The campus counselor will host parent/community meetings on a topic relevant to student academic and social emotional success in a school environment.

**Intended Audience:** Alyssa Ferguson Elementary Families

**Provider / Presenter / Person Responsible:** Counselor

**Date(s) / Timeframe:** June 2024

**Collaborating Departments:** Campus

**Delivery Method:** Face to Face or Virtual

**Staff Responsible:** Counselor



**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

**Key Question 2:** 4.2 To what degree are schools partnering with one another to support student learning experiences?

**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

**Key Question 3:** 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

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

**Key Question 1:** 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

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

**Key Question 2:** 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

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

**Key Question 3:** 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

# State Compensatory

## Budget for Alyssa Ferguson Elementary

**Total SCE Funds:** \$5,450.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

These funds will be used for tutorials and supplies for tutorials.

# Campus Funding Summary

199 General Fund						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
<b>Sub-Total</b>						\$0.00
<b>Budgeted Fund Source Amount</b>						\$49,276.00
<b>+/- Difference</b>						\$49,276.00
199 General Fund SCE						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	These funds will be used for tutorials and supplies for tutorials.		\$2,725.00
1	1	1	2	These funds will be used for tutorials and supplies for tutorials.		\$2,725.00
<b>Sub-Total</b>						\$5,450.00
<b>Budgeted Fund Source Amount</b>						\$5,450.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total Budgeted</b>						\$54,726.00
<b>Grand Total Spent</b>						\$5,450.00
<b>+/- Difference</b>						\$49,276.00

# Addendums



	<b>Strengths</b>	<b>Concerns</b>
<b>Student Engagement Survey</b>	We do not have a survey to review nor an action plan since our campus opened August 2023.	

# Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation



POSN_DESC	HEADCOUNT	VACANT	LAST_NAME	FIRST_NAME	JOB CODE	FTE	Distribution	FUND_CODE	CLASS_FLD	PRODUCT	OPT_UNIT	BUDGET_REF	PROGRAM_CODE
TEACHER LITI	1	0	BOYD	JULIANNE	010170	1	100	199	11	00	162	2024	24