

FLOUR BLUFF ELEMENTARY

Campus Improvement Plan 2020/2021

*Flour Bluff Elementary 2020-2021
Peace, Love, and Learning*



FLOUR BLUFF ELEMENTARY

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FLOUR BLUFF ELEMENTARY

Mission

THE MISSION OF FLOUR BLUFF ELEMENTARY (Revised 2018, Created 2012)

Flour Bluff is committed to providing the highest quality instruction in a secure and nurturing environment that exhibits respect and collaboration between students, staff, and community resulting in confident, life-long learners, and productive citizens.

Nondiscrimination Notice

FLOUR BLUFF ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

FLOUR BLUFF ELEMENTARY

Vision

THE VISION OF FLOUR BLUFF ELEMENTARY (Revised 2018, Created 2012)

Our vision focuses on curriculum, instruction, assessment, and school environment. Students are taught curriculum that focuses on skills and content necessary for full academic potential, critical thinking, and values of character. Instruction is engaging and provided a variety of ways such as collaborative grouping, project based, and guided groups, while targeting a variety of learning styles. Mastery of content is regularly assessed through formal and informal methods and used to target learning and growth. All of this is done in a positive learning environment that focuses on respect, safety, and providing a caring, welcoming, encouraging, and positive place to work, learn, and grow.

Nondiscrimination Notice

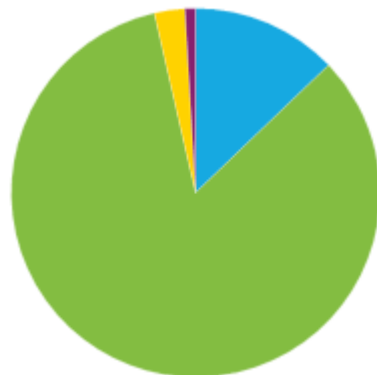
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FLOUR BLUFF ELEMENTARY Site Base

Name	Position
Youngberg, Nikol	Campus Administrator (Principal)
Biggerstaff, Nicole	4th Teacher
Kaspar, Jennifer	4th Teacher
Ready, Alex	4th Teacher
Stone, Brooke	3rd Teacher
Barnech, Margaret	3rd Teacher (GT)
Daubenspeck, Martha	3rd Teacher
Bevly, Heather	Special Education Teacher
Loucks, Star	PE Teacher
Browning, Sharon	Librarian
Buttler, Destrianna	Paraprofessional
Van Geem, Edgar	District Professional (SPED Director)
Boughton, Elaine	Community Member
Kaylor, Lynn	Community Member
Minnors, LeAnn	4th Grade Parent
Canavati, Sam	Business Rep & 3rd Parent
Johnson, Rachel	Business Rep & 3rd Parent

Resources

Currency



Total	\$1,884,259
Federal	\$241,575
State	\$1,574,955
Local	\$50,350
Other	\$17,379

Resource	Source	Budget Code	Amount
211-Title 1	Federal	211-00-0000-00-000-0-00-0-00	\$178,280
255-Title II	Federal	255-00-0000-00-000-0-00-0-00	\$58,495
ESL 6300	Federal	165-00-0000-00-000-0-00-0-00	\$800
Title IV	Federal	289-00-0000-00-000-0-00-0-00	\$4,000
199-Local Funds	Local	199-00-0000-00-000-0-00-0-00	\$50,350
950-Principal Discretion	Other	950-00-0000-00-000-0-00-0-00	\$17,379
161-State Compensatory	State	161-00-0000-00-000-0-00-0-00	\$505,590
Instructional Continuity Grant	State	276-11-6300-00-000-0-00-0-00	\$10,500
SE-162 6100	State	162-00-0000-00-000-0-00-0-00	\$848,427
SE-162 6200	State	162-00-0000-00-000-0-00-0-00	\$35,650
SE-162 6300	State	162-00-0000-00-000-0-00-0-00	\$5,932
SE-224 6100	State	224-00-0000-00-000-0-00-0-00	\$168,856

FLOUR BLUFF ELEMENTARY

Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 1. (Mathematics Achievement) The TEKS will be effectively taught for Mathematics utilizing district developed curriculum, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient), grades 3-8 or Algebra 1, will achieve the set passing and commended rate goals on STAAR for Mathematics in order to meet state and federal accountability standards. To meet Student Success Initiative (SSI) requirements, interventions will be implemented for students who are at-risk of failing STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will collaboratively develop age appropriate, engaging, and rigorous math lessons for students. Math lessons will use a variety of resources such as the adopted textbook and supplemental resources such as Education Galaxy, Brain Pop, Learning.com and Mediacast and Discovery Education. Students will be able to demonstrate success as indicated by passing grades and progress on the math Interim assessment. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,2.3,3.1,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Lead Teacher(s), Math Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$1,348, (F)255-Title II - \$28,253, (F)Title IV - \$1,000, (S)161-State Compensatory - \$252,506, (S)SE-162 6100 - \$121,204, (S)SE-162 6200 - \$7,640, (S)SE-162 6300 - \$1,271, (S)SE-224 6100 - \$36,183	Criteria: Grades in Mathematics Progress on Interim Assessment Score on STAAR Math Assessment
2. The Elementary team will analyze formative and summative assessments in math to gain an understanding of student mastery. They will disaggregate data and develop specific plans for improvement at the campus, grade, department, class and individual student level. These plans will included intervention plans for students which could require tutorial from the classroom teacher or campus math tutor when hired. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,2.3,3.1,4.4.1,5.5.3,5.4)	Assistant Principal(s), Counselor(s), Math Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$8,804, (S)161-State Compensatory - \$519	Criteria: Data Analysis Reports from DMAC and STAAR Interim Program Tutorial Attendance (Teacher or Tutor)

FLOUR BLUFF ELEMENTARY

Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 2. (Science Achievement) The TEKS will be effectively taught for Science utilizing district developed curriculum, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient), grades 5, 8 or Biology, will achieve the set passing and commended rate goals on STAAR for Science in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will collaboratively develop age appropriate, engaging, and rigorous science lessons for students. Science lessons will use a variety of resources such as the adopted textbook and supplemental resources such as Education Galaxy, Brain Pop, and Mediacast and Discovery Education. Teachers have access to living materials, science kits, science materials, supplies, equipment, curriculum, and share training and resources as we get them. Math & Science Night for families and access to an outdoor classroom is also offered. The opportunity for virtual science field trips will be utilized until Nueces River Delta and the National Seashore field trips are permitted. Vertical alignment between 4th and 5th grade science teams happens twice a year. This supports the Intermediate with achievement on their 5th STAAR test in Science. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2,3,3.1,3.4,4.4.1,5,5.1,5.2,5.4)	Assistant Principal(s), Lead Teacher(s), Principal, Special Ed Teacher(s), Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$1,507, (F)Title IV - \$1,000, (S)SE-162 6100 - \$121,204, (S)SE-162 6200 - \$5,093, (S)SE-162 6300 - \$847, (S)SE-224 6100 - \$24,122	Criteria: Quality Lesson Plans for Science Student Samples Student Grades in Science

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 3. (Social Studies Achievement) The TEKS will be effectively taught for Social Studies utilizing district developed curriculum while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient), grade 8 or U.S. History, will achieve the set passing and commended rate goals on STAAR for Social Studies in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will collaboratively develop age appropriate, engaging, and rigorous social studies lessons for students. Social studies lessons will use a variety of resources such as the adopted textbook (Social Studies Weekly) and supplemental resources such as Brain Pop, and Mediacast and Discovery Education. Students participate in Constitution Day activities, provide opportunities to sign up for the Junior Achievement program if offered, and conduct project-based learning through Social Studies activities such as Market Days, Lemonade Day, 4th grade Nueces Delta and Goliad Field trips if allowable. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All) (ESF: 3,3.1,3.4,4,4.1,5,5.1,5.2)	Assistant Principal(s), Principal, Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$500, (F)Title IV - \$1,000, (S)SE-162 6100 - \$121,204, (S)SE-162 6200 - \$5,093, (S)SE-162 6300 - \$847, (S)SE-224 6100 - \$24,122	Criteria: Quality Lesson Plans for Social Studies Student Samples Student Grades in Social Studies

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 4. (English Language Arts and Reading) The TEKS will be effectively taught for English Language Arts utilizing district developed curriculum and Balanced Literacy, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient), grades 3-8, English I or English II, will achieve the set passing and commended rate goals on STAAR for English Language Arts in order to meet state and federal accountability standards. To meet Student Success Initiative (SSI) requirements, interventions will be implemented for students who are at-risk of failing STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will support and utilize the Balanced Literacy Collaborative Model as a framework for ELAR TEKS instruction. This includes specific direct instruction in the area of Reading Comprehension, Word Study (Phonic Instruction), Writers Workshop, and Reading Fluency. In addition to our HMH textbook and guided reading resources, teachers have supplemental resources such as Brain Pop, and Mediacast and Discovery, Education Galaxy, and Reading A to Z. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2.2,2.3,3.1,4.4.1,5.5.1,5.2)	Assistant Principal(s), ELA Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$158,631, (F)255-Title II - \$29,052, (F)ESL 6300 - \$400, (F)Title IV - \$1,000, (S)161-State Compensatory - \$251,524, (S)SE-162 6100 - \$121,204, (S)SE-162 6200 - \$7,638, (S)SE-162 6300 - \$1,273, (S)SE-224 6100 - \$36,185	Criteria: Grades in English Language Arts and Reading Reading Level Progress on Reading Interim Assessment Score on STAAR Reading Assessment Score on STAAR Writing Assessment (4th Grade Only)
2. The Elementary team will analyze formative and summative assessments to gain an understanding of student mastery. They will disaggregate data and develop specific plans for improvement at the campus, grade, department, class and individual student level. These plans will include intervention plans for students which could require tutorial from the classroom teacher or campus reading tutor when hired. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2.2,2.3,3.1,4.4.1,5.5.3,5.4)	Assistant Principal(s), ELA Curriculum Supervisor, Lead Teacher(s), Principal, Special Ed Teacher(s), Teacher(s)	2020-2021 School Year	(F)211-Title 1 - \$7,000, (F)255-Title II - \$175	Criteria: Data Analysis Reports from DMAC and STAAR Interim Program Tutorial Attendance (Teacher or Tutor)

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- Goal 1.** (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
- Objective 5.** (TPRI (K-2)) The TEKS will be effectively taught for Reading/English Language Arts and Mathematics. All students in grades K-2 will achieve the set passing rate goal on the TPRI and Math Assessments to build the foundation skills necessary for students to be successful on STAAR Reading and Mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will support the district strategies for this objective. (Target Group: K,1st,2nd)		2020-2021 School Year		

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 6. (Title Compliance) The district and campuses will meet compliance requirements for Title I, Part A (Every Student Succeeds Act) School-wide Program, Title II, Part A (Every Student Succeeds Act) and Principal Recruiting Fund Program, Title III, Part A ESL Federal Program (co-op with ESC2) and State Compensatory Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will support the district strategies for this objective. (Target Group: ECD,ESL,Migrant,AtRisk)		2020-2021 School Year		

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 7. (Closing the Achievement Gaps) Support Pre-Kindergarten-12th grade students in closing the performance gaps of accountability by providing students with interventions that allow positive student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will use Data Management for Assessment and Curriculum (DMAC) to disaggregate and analyze STAAR and benchmark tests, 2) Teach grade level Texas Essential Knowledge and Skills to the level of mastery in the least restrictive environment, 3) Provide tutorials for students who are identified as being at-risk, 4) Monitor Special Education students who will be taking the STAAR or STAAR-Alternative test, 5) Select appropriate assessments based on individual needs, 6) Provide teacher training, materials, equipment, curriculum and Response to Intervention (RtI) and implement strategies in daily instruction to improve student performance, 7) Provide research-based instructional materials for classroom instruction and tutorials to teach the grade level Texas Essential Knowledge and Skills such as: Problem Solving Booklets, Fountas and Pinnell Leveling System, & Comprehension Toolkit (Title I SW Elements: 1.1, 2.2, 2.4, 2.5, 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Special Ed Teacher(s), Teacher(s)	2020-2021	(L)199-Local Funds, (S)SE-162 6100 - \$121,204, (S)SE-162 6200 - \$5,093, (S)SE-162 6300 - \$847, (S)SE-224 6100 - \$24,122	Criteria: Grades Assessments

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 8. (TELPAS) To meet state performance standards, the percentage of students increasing performance by at least one rating and proficiency level on the TELPAS, will increase by 5% for the district and on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement research-based strategies for English Language Learners and document modifications for English as a Second Language students in their lesson plans, 2) Identify English Language Learner students at-risk for reading difficulties and serve them daily in the Read Right program (when available) and/or with an ESL teacher, 3) Provide supplies, equipment, materials, training, curriculum and resources, 4) Participate in professional development on English Language Proficiency Standards (ELPS) and teaching English Language Learners, 5) Provide research based, hands-on games and activities for the Texas Essential Knowledge and Skills, and use the objectives in tutorial sessions and classroom instruction, 6) Use computer software (Brain Pop ESL and Rosetta Stone) to help ELL students learn English 7) ELPS Academy (Title I SW Elements: 2.4) (Target Group: ESL) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3)	Assistant Principal(s), Principal, Teacher(s)	2020-2021	(F)255-Title II - \$326, (F)ESL 6300 - \$400	Criteria: TELPAS Scores

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 9. (Attendance) To meet state performance requirements, attendance for the district and each campus will be 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate attendance policy to parents through attendance letters, handbook, phone calls, conferences and home visits, 2) Coordinate with the Truancy Officer as needed for home visits, 3) Meet twice a year to review attendance records (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal, Truancy Officer	2020-2021	(L)199-Local Funds	Criteria: Attendance Reports Attendance Hearing Meetings

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 10. (College Readiness) The percentage of students achieving College Readiness Indicators will increase (i.e. SAT/ACT average, AP participation and performance, Dual Credit and Articulated Credit enrollment and credit earned, percentage of students completing the Distinguished Graduation Plan, and Commended/College Readiness performance on state assessments.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Promote College Readiness by wearing favorite college t-shirts on designated College Fun Dress Day, 2) Implement college ready strategies that focus on reading and writing across the curriculum, inquiry, collaboration, and organizational skills 3) Have classroom discussions on future career choices 4) Future Career Dress Days (TPSW) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.3)	Assistant Principal(s), Principal, Teacher(s)	2020-2021	(L)199-Local Funds, (O)950-Principal Discretion	Criteria: Participation

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 11. (Special Programs Compliance) The district and campuses will meet compliance requirements for English as a Second Language, Migrant, Gifted and Talented, 504, Dyslexia, and the Life Skills Program for student and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will support the district strategies for this objective. (Target Group: GT,Dys,504)	Assistant Principal(s), Directors, Principal	2020-2021		Criteria: Compliance Requirements

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 12. (Special Education Compliance) The district and campuses will meet compliance requirements and continue to strengthen Inclusion and Community Based programming for Special Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary will utilize collaborative staffings to ensure that all special education students are supported in the general education classroom through appropriate supports, accommodations, and modifications. 2) All special education students will be afforded the opportunity to attend all community based field trips that Elementary students attend. (Title I SW Elements: 1.1,2.4) (Target Group: SPED) (ESF: 5,5.3,5.4)	Assistant Director of Special Education, Director of Special Education, Principal, Special Ed Teacher(s)	2020-2021	(F)IDEA Special Education, (S)SE-162 6100 - \$242,407, (S)SE-162 6200 - \$5,093, (S)SE-162 6300 - \$847, (S)SE-224 6100 - \$24,122	Criteria: Meeting Minutes

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Goal 1. (Academic Achievement) Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective 13. (CTE Compliance) The district will meet compliance requirements and seek to provide programs that satisfy the needs of the workforce and students through the Career and Technology Education (CTE) Program as assessed through general and non-traditional course enrollment, credit and certifications earned and completion of 6-to-8-year plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: 9th,10th,11th,12th)		2020-2021		

FLOUR BLUFF ELEMENTARY

- Goal 2.** (Learning Environment) Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.
- Objective 1.** (school-wide positive behavior supports) The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly and productive schools. This includes the use of school-wide positive behavior supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teaching the four expectations for positive behaviors, 2) Rewarding students with "Bluff Bucks" when they are following the expectations, 3) Providing a "Bluff Buy" student store where students can spend their "Bluff Bucks", 4) Giving "shout outs" to kids and classes during announcements that have demonstrated positive behaviors 5) Developing a Positive Behavior Support Team that reviews discipline data and makes suggestions for change, 6) Counselor classroom guidance lessons 7) Good Choice Club (when allowable) 8) Fantasy Football 9) Daily Instruction in positive character traits through the Positivity Project and Rhithm Programs 10) Fire and Lock Down drills for safety (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	2020-2021	(S)Instructional Continuity Grant - \$5,000	Criteria: Discipline Referrals Student Feedback PBIS Minutes

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Goal 2. (Learning Environment) Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Objective 2. (guidance program) The district will provide a strong, comprehensive, developmental guidance program to all students PK-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary counselor provides instructional guidance lessons every six weeks to students. The characteristics covered in guidance lessons include Respect, responsibility, kindness/thankfulness, initiative, and resourcefulness. Students also meet with the counselor individually or in small group if they need additional help. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Counselor(s)	2020-2021	(F)255-Title II - \$689	Criteria: Guidance Lessons Class Schedules Counselor Logs

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Goal 2. (Learning Environment) Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Objective 3. (accomplishments) The district and campuses will promote the accomplishments and successes of our students through media such as the district website, newspapers and television, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will work collaboratively with the district strategies for this objective. (Target Group: All)	Chief Communications Officer, Principal	2020-2021	(L)199-Local Funds	Criteria: Websites and other communications

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- Goal 2.** (Learning Environment) Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.
- Objective 4.** (extracurricular activities) The district and campuses will continue to encourage and increase the number of students participating in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. When possible, the campus will offer extracurricular activities including Running Club, Technology Club, Jazzy Bees, 3rd Grade Math Club, Chess Club, Student Council and UIL Academic Teams, Science Technology Mathematics and Engineering (STEM) Club, and Bird Club. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	2020-2021		Criteria: Attendance Competition Results

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Goal 3. (Faculty and staff) Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective 1. (Committees) Train all employees to effectively implement Professional Learning Communities, effectively participate in Campus and District Planning and Decision-Making processes, analyze data, discuss needs and take action to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary will have Professional Learning Communities meet once a week. 2) New teachers and new hires will be provided with a mentor. Mentors will meet with their mentee teachers at least weekly. 3) Hold Campus Site Based Meetings where teachers have a voice in planning and decision making (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Assistant Principal(s), ELA Curriculum Supervisor, Math Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(O)950-Principal Discretion	Criteria: Agendas Minutes

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Goal 3. (Faculty and staff) Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective 2. (ESSA) To meet the Every Student Succeeds Act (ESSA) requirements, 100% of district and campus paraprofessionals will be highly qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All)	Associate Superintendent of Student Services, Director of Instruction	2020-2021	(L)199-Local Funds	

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Goal 3. (Faculty and staff) Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective 3. (Staff Accomplishments) The district will maintain a high quality staff by recognizing the accomplishments of employees as they reach milestones in their careers such as perfect attendance, years of service and outstanding performance and promote the accomplishments to the broader community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective (Target Group: All)	Chief Communications Officer, Principal	2020-2021	(L)199-Local Funds	Criteria: Number of employees reaching milestones

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Goal 3. (Faculty and staff) Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective 4. (Employee Benefits) The district will remain competitive in providing benefits to our employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All)	Chief Financial Officer	2020-2021	(L)199-Local Funds	Criteria: Benefits Offered

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Goal 3. (Faculty and staff) Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective 5. (Employment and Recruitment) The personnel and public information offices will participate in university job fairs, host an annual district job fair, disseminate information on employment through websites, media, printed materials, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All)	Director of Human Resources	2020-2021	(L)199-Local Funds	Criteria: Highly Qualified Staff Hired

FLOUR BLUFF ELEMENTARY

Goal 4. (Parents) Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

Objective 1. (Parent Communication) Parents will be made aware of, encouraged and provided opportunities to become actively involved in the education of their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will communicate with parents in a variety of ways including Skyward phone and email, newsletter, and personal contact. Dr. Youngberg sends a weekly electronic newsletter that offers a message, information, and calendar of events for parents. The components of a Title One school were also reviewed, however this year this was done in a video from Dr. Youngberg and shared at Virtual Open House. This video included the review of the Family Engagement Plan and Parent/Teacher/Student Compact. We are working on ideas of family involvement with the current pandemic. One thing we have done so far was gift family with our Positivity Rock project kits if they attended Virtual Open House. This is a project they can do as a family. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal(s), Teacher(s)	2020-2021	(F)211-Title 1 - \$813	Criteria: Sign in Sheets Meeting Agendas Meeting Minutes SMORE Newsletter Access Report

FLOUR BLUFF ELEMENTARY

Goal 4. (Parents) Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.

Objective 2. (Parent Access & Opportunity) Objective :The district and campuses will provide training opportunities and access to resources in technology for parents and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary campus will provide computer access to online registration including guidance if needed and 2)provide training to parents on technology programs for students including online textbook resources if needed. (Target Group: All)	Assistant Principal(s), Principal(s)	2020-2021	(L)199-Local Funds	Criteria: Logs

FLOUR BLUFF ELEMENTARY

Goal 5. (Industry and community) Partner with industry and community in a mutually beneficial manner to enhance our students' educational experiences and opportunities.

Objective 1. (Community Involvement) The district and campuses will seek opportunities to partner with industry and community representatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All)	Principal	2020-2021	(L)199-Local Funds	Criteria: Community Involvement

FLOUR BLUFF ELEMENTARY

Goal 6. (Financial) Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. (Innovation) The district and campuses will continue to achieve innovation through assessment of course offerings, programs, etc. for the benefit of our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district objectives. (Target Group: All)	Assistant Superintendent	2020-2021	(L)199-Local Funds	Criteria: Course Offerings

FLOUR BLUFF ELEMENTARY

Goal 6. (Financial) Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. (Evaluation) The district will continue to evaluate programs and departments for efficiency and effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively to support the district objectives and strategies. (Target Group: All)	Assistant Superintendent, Superintendent	2020-2021		Criteria: District Department Effectiveness

FLOUR BLUFF ELEMENTARY

Goal 6. (Financial) Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. (Campus Activity Funds) Campus activity funds will be utilized to support the district's educational purpose.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Elementary team will conduct extracurricular and special student activities when allowable including UIL academic teams, Jazzy Bees, Running Club, 3rd grade Math Club, Chess Club, Technology Club, Student Council, Bird Club, and Science, Technology, Engineering, Mathematics (STEM) Club, 2) Support a positive and safe environment where students can meet instructional goals through celebrations, incentives, high attendance and enhanced safety measures, and 3) Train sponsors that handle money for student activity accounts on fund management. (Target Group: All)	Chief Financial Officer, Principal, Teacher(s)	2020-2021	(O)950-Principal Discretion	Criteria: Participation Competition Results

Comprehensive Needs Assessment

Demographics

Demographics Strengths

We have students from most ethnic groups represented at the Elementary. In addition to the students that live in the Flour Bluff district, we also attract several transfer students to our campus as well.

Demographics Summary

Flour Bluff Elementary is made up of a diverse faculty and student body. We currently have 748 students enrolled. There are 362 students in the 3rd grade and 386 students in the 4th grade. The majority of our students live in the surrounding Flour Bluff community and North Padre Island. In addition to the students that live in the Flour Bluff district, we also attract several transfer students to our campus as well. We currently have 109 transfer students from outside our immediate community. We have 22 third grade classrooms and 23 fourth grade classrooms. We have 3 fully online teachers in each grade and 8 hybrid in 3rd and 9 hybrid in 4th. (Hybrid is both remote and F2F) In order to accommodate better social distancing and having to teach both remotely and face to face, five "specials" teachers switched and now teach general education classes. In addition to these general education classes, we have three self-contained special education classrooms for students with significant disabilities. We have a total of 87 staff members including teachers, paraprofessionals, and support staff. Fifty-one percent of our students are on Free or Reduced lunch. We have students from most ethnic groups represented at the Elementary.

This is our current student ethnic distribution:

Hispanic 49.9%

White 43.7%

African American 2%

American Indian .1%

Asian .9%

Pacific Islander .4%

Two or More Races 4.7%

Student Achievement

Student Achievement Strengths

The last formal data from 2019 indicated third grade math STAAR scores increased from 81% to 86% at the approach level, 45% to 50% at the recommended level, and 20% to 24% at the advanced level. In 4th grade STAAR writing scores increased from 67% to 69%.

Comprehensive Needs Assessment

Student Achievement Summary

Due to COVID-19 students did not take the STAAR Assessments in 2019. However due to the pandemic we have seen informally that student achievement has suffered. Not being able to have our traditional teaching and learning environment has been difficult. It has taken time to adjust to the remote learning environment and keeping students engaged in this manner has been a challenge. We currently have fully face to face classes, fully remote classes, and hybrid classrooms (both remote and face to face students). Teachers are working hard and learning how to make the best of this situation and help students achieve academically. Students will take their first interim STAAR assessment in November and again in February. We hope to see good progress between the two administrations.

School Culture and Climate

School Culture and Climate Strengths

The culture and climate at the Elementary is positive and as inviting as socially distancing will allow. We are still trying to promote and incorporate parent and student engagement as much as possible. We still offer recess and PE daily and have parent involvement through virtual methods such as Open House, Meet the Teacher, and Virtual Conferencing. We have daily morning announcements which includes a weekly focus on a specific Positivity Project character trait. Faculty continue to participate in Professional Learning Communities weekly to develop and improve their instruction and problem solve for student achievement and well being. Members are currently having discussion regarding our extracurricular activities and if there is any way possible to offer these opportunities for our students. Previously we offered Running Club, Jazzy Bees, UIL Academic Events, Student Council, 3rd Grade Math Club, Chess Club, STEM Club, Bird Club, and Technology Club.

School Culture and Climate Summary

This year it is Peace, Love, and Learning at Flour Bluff Elementary! We try and encourage our students and each other throughout the year with this theme and learn and grow together. We also continue the Positivity Project which also is a very collaborative project with the staff and students learning about their personal character strengths. Our Campus Site Based Team also meets three times each year and the majority of the committee is comprised of teachers. There are representatives from each grade level and department so they all have a voice. While we have a voting system for actual membership, all are welcome. In addition to teachers, there are also business and community members on our team. We meet three times a year (November, March, and May). Elementary staff collaborate informally daily and weekly in Professional Learning Communities. We send weekly message and information calendar that has something for parents each month. While parents can only enter the building on a limited basis, we keep the lines of communication open and teachers have conference periods each day in order to communicate with parents. We listen to feedback and work as hard as we can to ensure the safety of our students. We keep all the doors secure and locked. We implemented Watch D.O.G.S. and utilize safety measures in 2017 and while it is temporarily not allowed, we plan to continue once we can.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

All teachers are highly qualified to teach in their assigned positions and all paraprofessionals are highly qualified. In general, teachers expressed that they feel supported in their job, feel that they are part of a team, and work well collaboratively.

Staff Quality, Recruitment and Retention Summary

There are 54 certified teachers at the Elementary campus, 6 support staff, 25 paraprofessionals, and 1 speech teacher. Teachers receive training in their specific areas of expertise and instruction. All certified teachers are evaluated with the Texas Teacher Evaluation Support System.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Students are assessed with formative and summative assessments throughout the school year. Teachers offer tutoring time for intervention teaching and also work with students in small groups. Teachers plan together using the TEKS as their guide. We provided training on targeted instruction for all reading teachers which includes Balanced Literacy and Really Great Reading training.

Curriculum, Instruction and Assessment Summary

Flour Bluff Elementary utilizes the TEKS as our framework for daily instruction. Teachers plan in departments, across curriculum, and vertically to ensure student success. Processes are in place to assess student progress and intervene when necessary.

Family and Community Involvement

Family and Community Involvement Strengths

The following are identified strengths in Family and Community Involvement. Parents and the Community are members of our Elementary Site Based and Decision Making Committee. Parents and Community members receive information in a variety of ways including Tweets, Newsletters, Online Google Websites, Call out System and Family Access. The Elementary is working on ways to give opportunities for families and community members to get involved including Family Literacy Nights, Math and Science Nights, PTO Meetings, Music Programs, Open House, and our volunteer/mentoring programs. While some of these may be temporarily not allowed, we plan to continue them as soon as we can.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

The school day is arranged so instructional time is priority. English Language Arts and Reading is 150 minutes, Math is 90 minutes, Science/SS 45 minutes. PE/Recess is 45 minutes every day and Kaleidoscope elective is 30 minutes every day. Departments meet in PLCs each week and each semester wider more focused Professional Learning Community meetings happen. Students that need dyslexia and special education support also have specialized schedules to meet their needs.

School Context and Organization Summary

An Elementary student's school day is active from the moment they arrive until they leave. The school day starts at 7:30 and ends at 2:53. Students are encouraged to be an active participant in their own learning and in their school. Their voices are valued and ideas implemented. Staff work together in Professional Learning Communities to ensure students are working their way toward progress and ultimately success in every aspect of their educational program.

Technology

Technology Strengths

All classrooms have SMART boards or Media TVs for interactive instructional purposes. Also all classrooms have access to Chromebooks for educational purposes. We were able to check out Chromebooks and Hot Spots to all families and students that needed them during remote instruction. This included over 400 Chromebooks and about 20 hot spots.

Other

Other Summary

During the 2019-2020 school year, our campus had to develop a Targeted Improvement Plan. The plan is attached.

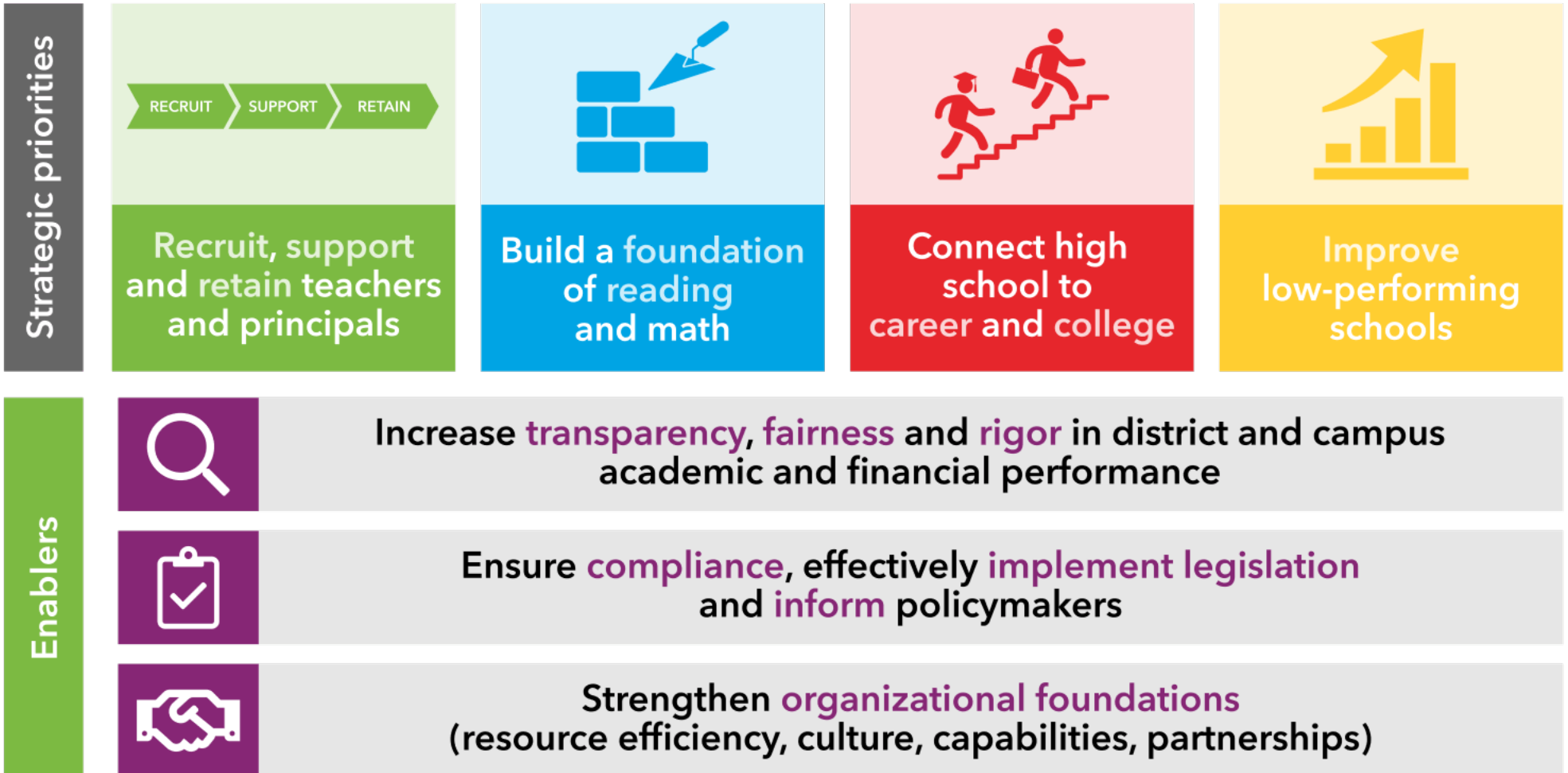
Campus Information					
District Name	Flour Bluff ISD	Campus Name	Flour Bluff Elementary	Superintendent	Dr. Freeman
District Number	178914	Campus Number	178914101	District Coordinator of School Improvement (DCSI)	Dr. Schaum
				Principal	Dr. Youngberg
				ESC Support	Sonia Zyla
<p>Assurances</p> <p>I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</p> <p>I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</p> <p>I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.</p>					
<p>DCSI</p> <p>Dr. Allison Schaum 09/10/2019</p>					
<p>Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)</p> <p>N/A</p>					
<p>Principal</p> <p>Dr. Nikol Youngberg 09/10/2019</p>					
<p>Board Approval Date</p>					
<p>Needs Assessment</p> <p>Domain 2: Academic Growth-70 & Targeted Improvement Area White Student Achievement in Math-59%, Reading-60 %, and Student Success-58%</p> <p>We would like to increase in all domains but specifically we need to increase in the area of academic growth in Domain 2 by at least 5% and we need to increase the percentage of white students at meets level in Math and Reading to meet targeted improvement.</p> <p>not applicable</p>					
<p>Data Analysis Questions</p> <p>What accountability goals for each Domain has your campus set for the year?</p> <p>What changes in student group and subject performance are included in these goals?</p> <p>If applicable, what goals has your campus set for CCIMR and Graduation Rate?</p>					
<p>Self-Assessment Results</p> <p>(To be completed if the campus HAS NOT had an ESF Diagnostic)</p> <p>Use the completed Self-Assessment Tool to complete this section</p>					
<p>Essential Action</p> <p>1.1 Develop campus instructional leaders with clear roles and responsibilities.</p> <p>2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.</p>					
				Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
				2	
				4	

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.			4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			3
5.1 Objective-driven daily lesson plans with formative assessments.			2
5.3 Data-driven instruction.			2
Prioritized Focus Area #1			Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	We have some informal leadership activities, meetings, and collaboration but without consistency.	Teachers plan in the summer and share common lesson plans. Individual lessons are very similar with very little variation for the most part. Not all teacher post daily objectives on the board in student friendly language.	We have common assessment and use DMAC to analyze and group students for tutorials. We need to do a better job for reteaching and focus.
Desired Annual Outcome	Develop clear roles and responsibility for leadership team that has an impact on student achievement and campus culture.	Teachers will post individualized lessons on google drives. They will have objectives in student friendly language posted daily and refer to those objectives as they teach. During weekly PLC, teachers will discuss effectiveness of lesson on meeting targeted objective how to strengthen lesson.	Teachers and Curriculum Supervisor will take a more critical approach to assessing at the TEKS level and connecting to lessons and students. Admin will meet to review student data with teachers twice per year.
Barriers to Address During the Year	1) Establishing time time to plan and implement plan. 2) Working through conflicting ideas on what may work best or have the best impact on students and teachers.	1) Teachers receptivity to planning and feedback or feeling what they post "is enough" 2) PLC discussions sometimes getting lost in trivial and not on critical thinking 3) Not all students on same level 4) Pacing	1) Scheduling time to review data 2) Scheduling time to reteach skills especially with students that have deficit in more than one area 3) Pacing
District Commitment Theory of Action:		The district central office staff will support the elementary principal to make sure she has access to high quality staff and resources.	
ESF Diagnostic Results			
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		Prioritized Focus Area #1	Prioritized Focus Area #2
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action		Capacity Builder	
Prioritized Focus Areas for Improvement			

Flour Bluff Elementary Top Five Priorities for 2020-2021

1. Focus on academic *progress* through the use of collaboration, resources, innovation and data to drive instruction.
2. Be innovative, explore, and learn how to teach well in the various methods of face-to-face with social distancing, full remote learning, and hybrid learning (online and face-to-face). This includes providing teachers and students with the resources and support they need to be as successful as possible in the current pandemic.
3. Focus on the social and emotional well-being of our staff and students through a positive school culture and climate. Provide resources, strategies, and support that enable students and staff to have balance in their education and everyday life.
4. Create an environment that is safe and conducive to learning while in a pandemic.
5. Provide parents open lines of communication with the principal, assistant principals and teachers. Provide information, updates, and resources that help parents and families with school achievement and social-emotional well-being.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*